

MASTER'S DEGREES IN:

Administration and Management

Clinical Psychology

Education

Teaching English as a Second Language

Theology and Pastoral Ministry

BACHELOR'S DEGREES IN:

Human Development

Management and Leadership

1997-1998

The Prevel School



SAINT
MICHAEL'S
COLLEGE

The Prevel School Catalogue

1997-1998

SAINT MICHAEL'S COLLEGE

WINOOSKI PARK
COLCHESTER • VERMONT • 05439

1997-1998 PREVEL ACADEMIC CALENDAR

SUMMER SESSION 1997

Term I

May 19

Classes Begin

May 26

Memorial Day – No Classes

June 27

Classes End

Term II

June 30

Classes Begin

July 7

Intent to Graduate Forms Due

July 4

Independence Day – No Classes

August 8

Classes End

FALL SEMESTER 1997

September 2 (Tuesday)

Classes Begin

September 26

Academic Convocation

September 30

Intent to Graduate Forms Due

October 13-14 (Mon.-Tues.)

No Classes

October 14

Last day for making up I grades
from Spring and Summer
1997 Semesters

November 26-30

Thanksgiving Recess

December 1

Classes Resume

December 15

Last day of classes/exams

SPRING SEMESTER 1998

January 12

Classes Begin

February 3

Intent to Graduate Forms Due

February 20

Last day for making up I grades
from Fall Semester

February 21-March 1

Winter Recess

March 2

Classes Resume

April 10-13

Easter Recess

April 14

Classes Resume

April 17-19

Family Weekend

May 5

Last day of classes/exams

May 9

Baccalaureate Mass

May 10

Commencement

The Prevel School

SAINT MICHAEL'S COLLEGE

Winooski Park
Colchester, Vermont 05439
(802) 654-2100
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Saint Michael's College is accredited by the New England Association of Schools and Colleges. The College is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Association of American Colleges and Universities, the Association of Catholic Colleges and Universities, the College Entrance Examination Board, the New England Colleges Fund, the Vermont Higher Education Council, and the Association of Vermont Independent Colleges.

Saint Michael's does not, and will not in the future, discriminate against applicants for admission or for employment on the basis of race, national or ethnic origin, religion, color, age, gender, sexual orientation or handicap.

Saint Michael's reserves the right to change various charges or policies without prior notice. The College will, however, make every effort to notify schools, students and prospective students of significant changes.

SAINT MICHAEL'S COLLEGE

THE MISSION OF SAINT MICHAEL'S COLLEGE

Saint Michael's College, founded in 1904 by the Society of Saint Edmund and conducted under its auspices, is an independent non-profit educational institution chartered by the State of Vermont. Saint Michael's College is a Catholic institution of higher education in the liberal arts tradition.

The mission of Saint Michael's College is to contribute to the development of human culture and enhancement of the human person in the light of the Catholic faith.

Saint Michael's College strives to be an academic community which promotes the pursuit of truth, the development of virtue and high levels of excellence in all its academic, social, and religious programs with a view to bettering the human condition. Saint Michael's College shall endeavor to conduct its various programs in accordance with policies that are consistent with the principles of the Catholic faith, especially those of truth, justice and charity, and to promote these principles in fulfillment of its mission throughout the world. Saint Michael's College seeks to enrich the knowledge of Catholicism in its various dimensions and in relationship to various disciplines and fields of knowledge, and to promote the moral and spiritual development of the entire College community.

THE PREVEL SCHOOL

The Prevel School is an important and integral academic unit of Saint Michael's. It is a school through which this university seeks to achieve its mission and the goals of student learning and personal development at the highest levels of quality and effectiveness.

The Prevel School was established in 1994, ninety years after the founding of Saint Michael's. It represents, however, a further development of a thirty-five year tradition of quality graduate and professional education at Saint Michael's as well as a ninety-year tradition of high-quality undergraduate education in the liberal arts and sciences and in pre-professional fields. The Prevel School was established in order to coordinate and further develop academic programs, both graduate and undergraduate, which are designed for the adult learner through The Prevel School. Saint Michael's seeks to meet the educational needs of the serious adult learner in Vermont and beyond; the student who seeks a high-quality program consistent with his or her career and life goals. Each of the programs of The Prevel School participates in the same tradition of academic excellence.

It is through the students of The Prevel School, that Saint Michael's seeks to fulfill its mission of enhancing the human person. A Saint Michael's education is designed to develop capacities for a successful career and the values that will promote a successful and meaningful life. It is also through the graduates of The Prevel School that Saint

Michael's seeks to contribute to the advancement of human culture especially in the professional fields, communities and families in which our graduates will live and work well into the next century. In these efforts, Saint Michael's College is guided by the values of the Catholic faith especially those of truth, justice and love.

The Very Reverend Father Armand Prével, S.S.E.

The Prevel School is named after the co-founder and first President of Saint Michael's. Father Prével was a renowned educator whose lifetime influence extended over three countries. He was born in France in 1848 and joined the Society of Saint Edmund as a young man.

After his ordination in 1871, Father Prével taught at the College of the Immaculate Conception in Laval, France. Only a few years later he became the founder and first Superior of Saint Michael's College at Chateau-Gontier which closed under pressures from the French government. Undeterred, he moved to England where he helped to establish Saint Michael's School at Hitchin. A year later Father Prével travelled to the United States to replace Father T.M. Aubin in the founding and construction of Saint Michael's College in Vermont.

Father Prével became the first president of Saint Michael's, and led the school through its formative years from 1903 to 1907. He then returned to England to accept the position of Superior General of his order until his death in 1912.

COLLEGE HISTORY

Vermont Location

The College was founded in 1904 in Winooski Park, Vermont, by The Society of Saint Edmund (Edmundite Fathers and Brothers), who had come to the United States in the late 19th century after having experienced religious persecution in France. The decision to minister to the educational needs of God's people in the Green Mountain State proved to be most fortunate, as the location in Vermont with an attractive campus in a beautiful setting has proven to be one of Saint Michael's most valuable characteristics.

The Institute, which became a college, developed a campus on farmland just outside of Burlington. It grew slowly to about 250 students by World War II. It was after the War, however, with the return of military veterans, that Saint Michael's expanded dramatically to 1,145 students. Barracks were acquired from nearby Fort Ethan Allen to serve as classroom buildings, the library and student housing. The developing college gave somewhat the appearance of a temporary military installation.

Over the years, the temporary look was replaced by an array of fine permanent brick buildings of consistent style. The campus was designed with a center mall anchored by the Chapel of Saint Michael the Archangel (1965) at one end and the Durick Library (1968) at the other. Founders Hall (1904) and Jeanmarie (1921) remained on the south side and were joined by Cheray Science Hall (1949), Ross Sports Center (1973) and the

McCarthy Arts Center (1975). On the north side, Alliot Student Center (1960) and the "Quad" dorms, Ryan, Alumni, Joyce and Lyons were constructed, to be followed by the Town Houses. Saint Michael's had created a beautiful Vermont campus.

The College, at about 1,700 full-time undergraduate students, further developed its academic and student life programs prompting, in the late 1980's, a major effort to develop and upgrade the campus facilities. Saint Edmund's Hall (1987) provided an excellent academic center for classrooms and faculty offices; the new Library (1992), renovated and expanded, is a first-class, computerized college library. Cheray Science Hall (1993) was completely renovated with an added section to modernize science instructional and research facilities. Alliot Student Center (1992) was renovated, adding attractive dining facilities; and with the completion of the Tarrant Recreation Center and renovations to the Ross Sports Center (1994) the College has first class athletic and recreation facilities.

Other major campus improvements have also been carried out in recent years including a modernized Prevel Hall (Institutional Advancement), the Klein Center (Admissions, Financial Aid and Student Resource Center), the International Commons and Town House complex and the substantial renovation of Ryan, Joyce, Alumni, and Lyons Halls. At the same time computer facilities and operations were expanded and improved throughout the campus.

In 1995, the College substantially completed its attractive campus. It provides the College, its students and staff with high-quality and functional collegiate facilities in an exceptionally beautiful Vermont environment. The campus, as well as its Vermont location, has become an important part of the identity of Saint Michael's College.

The Liberal Arts Tradition

Over the years, Saint Michael's College has not wavered from its original commitment to quality liberal arts. A program of studies, known as the Saint Michael's Plan, was developed at the College in the years following World War II featuring a core of courses in philosophy, theology, English, humanities, and the sciences. This program also required students to concentrate in one subject, but allowed for a number of elective courses. The goal of the Saint Michael's Plan was to develop well-educated and highly principled graduates.

In 1971, the Saint Michael's Plan was changed. The core curriculum was discontinued, and in its place students were required to elect a stated number of courses from specified areas of study. The College remained dedicated to a liberal arts education, since the disciplines represented in the core curriculum were also represented in this new distribution requirement. Further change took place in 1982, when a restructured core curriculum was instituted, and in 1991, when some important elements were added.

Saint Michael's College in 1992 changed its degree requirement to specify the number of credits needed for graduation rather than the number of courses. This permitted the offering of courses with varied credit value. Courses with greater breadth and depth, for example, justify four credits rather than the three which had been the standard in the past. Students in some semesters take four rather than five courses.

The changes in the curriculum have all taken place with a view to achieving the goal of effective teaching and learning in a liberal arts tradition. The focus on teaching, with close student-faculty relationships, has remained through the years a strong feature of the academic program at Saint Michael's.

In recent years, the academic program has been further strengthened with courses providing a global perspective, which is reinforced at Saint Michael's by the enrollment of a significant number of students from around the world. Multicultural perspectives are also being increasingly emphasized within the academic program.

The Catholic Tradition

Saint Michael's College continues and seeks to further strengthen its tradition as a Catholic college. This is a tradition in which members of the Society of Saint Edmund have been joined by laymen and laywomen imbued with Judeo-Christian faith and values.

The Catholic tradition is carried on by Edmundites and laypersons in the religious studies, theology, philosophy and other academic programs and in the Edmundite Campus Ministry program. In addition to liturgies, which are generally well attended, the Campus Ministry program sponsors a number of volunteer service programs in which a large number of students, faculty and staff become involved in issues of peace and justice. The College attempts to conduct all its activities in accordance with principles of the Catholic faith.

The Catholic tradition is carried out in an ecumenical manner. The College welcomes students of all faiths; approximately 15-20% of the students are not Catholic. Faculty and staff, regardless of personal religious affiliation, contribute to the mission of the College to promote Christian values within the College community and in the world.

A Tradition of Community

People observing Saint Michael's College often comment on the College's fine community spirit. In fact, the close community is one of Saint Michael's strongest traditions. A survey of new students indicated that 97% of the respondents were drawn to Saint Michael's because of "the relatively small size of the College, allowing for close relationships among students and staff." What is most important is that Saint Michael's is known as a caring community, and this is evident in faculty-student relationships, as well as in many opportunities for guidance through Campus Ministry, the Student Resource Center and other student life offices. The College's volunteer programs in the wider community inspired President George Bush in 1990 to identify Saint Michael's as a point of light, the first college in the nation to be so named.

These traditions taken together give Saint Michael's its distinctive identity. They contribute to the positive personal and academic experience of students and continue to attract prospective students to the College.

THE CAMPUS

The Saint Michael's campus, coupled with the splendor of the Green Mountains and the vitality of the Burlington area, offers a superb environment in which to learn, to recreate, to grow.

Saint Michael's campus shares, and cherishes, an environment that by any standard is exceptionally beautiful. Mount Mansfield, Vermont's tallest peak, rises out of the morning mist to our east; and the view of the sun setting over Lake Champlain and the Adirondacks is often spectacular. Our own hilltop overlooks the winding Winooski River and covers a landscaped 430 acres, divided into the Main and North campuses.

The Main Campus

Founders' Hall, the original College building, was built on a site once occupied by a farmhouse. At one time the building housed all of the College functions, including dorm space, dining hall, gym, and classrooms. It now doubles as a residence hall and administrative office space. The bell tower atop Founders has long served as a symbol of Saint Michael's College.

Jeanmarie Hall is a classroom and administrative building. The Prevel School Offices are on the ground floor of Jeanmarie. The Department of Management Information Systems and Academic Computing and many of its resources are also located in Jeanmarie Hall.

St. Edmund's Hall, completed in 1987, is an attractive three-story L-shaped academic building that connects Cheray and Jeanmarie Halls to form an academic quadrangle. Instructional space in the 70,000 square foot building meets high academic standards. Modern audiovisual and computer facilities provide support for all academic programs.

Cheray Science Hall is the science classroom and laboratory building and has been used by many Saint Michael's graduates who are now in the medical and science professions. The building includes a 10,000 square-foot addition, as well as the recently renovated original structure. The end result of this construction project has created research labs designed specifically for collaborative faculty-student research, new classroom and office space, and full computerization and telecommunications infrastructure.

Klein Center houses the Admissions and Financial Aid Offices and Student Resource Center.

The Michael and Margaret McCarthy Arts Center is the cultural center of the campus. The fine arts have long been of interest to our students, and the McCarthy Arts Center provides a wonderful facility for their use. Among other capabilities, the center contains a modern and well-equipped theater. The proscenium-type theater is the scene of many student and professional productions, including a summer stock program with Equity Actors.

Music is another major emphasis at the McCarthy Arts Center. In addition to providing a superb auditorium for visiting vocal and instrumental artists, the recital

hall gives students and student groups the opportunity to perform on campus.

The Chapel of Saint Michael the Archangel is the spiritual center of the campus. The Sunday folk mass attracts capacity crowds and participation in many aspects of the liturgy is encouraged. Contemporary in design, the chapel seats 1,000.

Alliot Student Center, recently renovated and expanded, includes the Green Mountain Dining Hall, a snack bar, offices for student organizations and the student services staff, the College bookstore, and meeting and function spaces.

The Jeremiah J. and Kathleen C. Tarrant Recreation Center & Vincent C. Ross Sports Center is the College's center of athletic activity. Included in the sports center is a 2,400 seat gymnasium with three full basketball courts and two volleyball courts.

In other areas of the Sports Center are an NCAA regulation six-lane swimming pool with a 1-meter diving board, men's and women's locker rooms, training facilities and a weight room. Nearby are fields for soccer, baseball, field hockey, lacrosse and softball, as well as outdoor tennis courts.

The facilities of the Ross Sports Center are complemented by a 67,000 square foot Student Recreation Center, a facility containing four indoor courts which can be used for tennis, volleyball or basketball. The facility has a 1/8 mile indoor track, three racquetball courts and a squash court. The Center also features facilities for strength training, cardiovascular training and aerobics. The Sports Center and Recreation Center are available to all students. Students who do not pay the full-time tuition fee may use the facilities by paying an optional fee each semester.

The North Campus

Our North Campus was at one time an army fort built to protect the area from the threat of an invasion from the north. This historic landmark now provides space for a number of organizations, including Saint Michael's College. Once known as Fort Ethan Allen, North Campus is located just one mile from the Main Campus. A free shuttle bus, which runs every 15 minutes, connects the campuses. During the warmer months faculty and students enjoy walking or bicycling between campuses.

On the North Campus there are a number of small residence halls. Some are regular dormitories, while others are apartments. This is often thought of as preferred housing and is usually reserved for upperclass students.

The Sloane Art Center provides studios for painting, sculpting, drawing and graphics.

ACADEMIC POLICIES

Student Responsibility

It is the responsibility of each student to take the initiative to plan his/her program and to meet all requirements in accordance with The Prevel School catalogue and the specific requirements of each Prevel program.

Advising

Students are encouraged to meet with the program director (and in some programs with the faculty advisor) for advice and assistance in designing programs of study and in understanding program requirements.

Registration

Requirements for graduation are measured in terms of semester credit hours. Students spend approximately two to three hours in preparation for each hour of class time. A full-time undergraduate student is one who carries twelve (12) credits in the fall and spring semesters, and six (6) or more credits in the summer session. A full-time graduate student is one who carries nine (9) or more credits in the fall and spring semesters, and six (6) or more credits in the summer session. Special permission from the program director is necessary to carry a load of more than nine (9) credits in the fall, spring, or summer semester. Students must apply for admission and be accepted prior to or upon completion of six (6) credit hours or risk not having additional credits applied toward the degree.

Registration procedures are outlined in the class schedule sent to students by mail each semester. Students may wish to meet with the appropriate program director or faculty advisor before registering for courses. All course changes, withdrawals, special arrangements and program termination must be approved by the appropriate program director. Payment in full, or approved deferment arrangement, must be made prior to the first class meeting. Registration will be cancelled for students not satisfying these obligations. Students will not graduate, receive grades or transcripts of records until all financial obligations are met.

Course Additions

A student adding courses must do so before three (3) contact hours in the course have passed. To add a class after initial registration, students may need permission of the program director, and must complete the registration process with the Registrar's Office before attending class.

Course Withdrawals

Students may withdraw from courses up until the mid point of the semester. The student must submit a drop form to the program director. The director will sign the form, notify the instructor, and forward the form to the Registrar. Up until the end of the drop/add period (normally three class hours) students may withdraw and no notation for that course will be made on the permanent record/transcript. A grade of "WD" will be assigned for courses dropped before fifty percent of class hours are completed. After that period, students withdrawing from a course need to consult with the course instructor and program director and will receive a grade of "WP" - withdrawn passing or "WF" - withdrawn failing, dependent upon the quality of work completed. "WF" grades do enter into the grade point average (same as "F" - 0.0

grade points). Two “WF” grades may result in dismissal from the program.

Tuition refunds are based upon the date on which the Registrar’s Office is notified of the withdrawal. (The tuition refund schedule is noted in the semester schedules.)

Unofficial drops or withdrawals, or those received after the last class, will result in a failing grade for the course.

The College does not automatically drop students or assign “WD” grades to students who register for a course and then choose not to attend. Formal notification must be given to the Registrar’s Office.

Withdrawal From Degree Program

A student must notify the program director in writing of his/her intent to withdraw from a degree program. In year-round programs, if a student does not register for a period of more than one academic year, and does not notify the program director in writing, it will be assumed that the student has withdrawn. It will be necessary to apply for reactivation, and in some cases to reapply to the program if the student wishes to resume the Prevel program. The student may be subject to catalogue changes.

Attendance at Classes

Regular attendance at all classes is essential. Each student is expected not to be absent without good cause. Each program or instructor may set criteria for attendance and excessive absence.

Prevel Grade Reports, Transcripts and Academic Records

Grade reports are issued at the end of each term by the Registrar’s Office and are mailed to the student at his/her residence.

Official transcripts of a student’s complete record may be requested in writing by the student from the Registrar’s Office. A transcript charge of \$2.00 per copy is requested.

The College reserves the right to withhold grade reports or transcripts if the student has unmet financial obligations to the College.

The academic records of students are in the custody of the Director of the Student Information Center/Registrar. These records are considered confidential and are managed generally according to the guide developed by the Committee on Records Management and Transcript Adequacy of the American Association of Collegiate Registrars and Admission Officers. Transcripts of a student’s work are usually released only at the request of the student. Academic information released concerning the students otherwise is generally limited to date of birth, dates of enrollment at Saint Michael’s College and degrees earned here, home and local addresses, and verification of signature. The College adheres to both the spirit and the letter of The Family Educational Rights and Privacy Act of 1974.

Professional Ethics and Academic Honesty

Prevel students are expected to adhere to high standards of professional responsibility, conduct and integrity in all areas of graduate study, whether academic or otherwise. Copies of the College's "Academic Integrity Policy" are available in the Prevel Office.

COLLEGE POLICIES

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The Act states that students, and parents of dependent students, can have access to their educational records. At the same time, the Act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's community to understand the provisions of the Act as they apply to Saint Michael's College.

College Policy on Student Access to Educational Records

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five (45) days from the date of the written request. Educational records include academic records, confidential letters and statements.

Any written notation of updating to a permanent record that affects a student's academic standing filed with the Registrar becomes part of the student's permanent file. Records not covered by the Act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by the student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification and to use good judgment as to the time and work problems of the office in which the records are maintained.

College Policy on Release of Confidential Records

The College will not release any educational record concerning any student or former student unless a written statement authorizing such a release is received from the student or former student. Exceptions to this policy are:

1. Faculty and staff members having legitimate educational interests in the record;

2. Authorized federal and state officials in the process of administering educational programs;
3. Requirements for the administration of the Financial Aid Program;
4. Accrediting organizations carrying out their accrediting function;
5. Parents of a dependent student;
6. Directory information (see below);
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed; and
8. In an emergency situation involving the health or safety of the student or other persons.

The College will advise all recipients of student records that only authorized persons may see the records. Each College office will keep a record of all individuals requesting or receiving student records, except as noted in Item 1. above.

Directory Information

The College may, in the course of the school year, release to the public certain information regarded as directory data. If a student desires that this information not be publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information":

Name and Address
Telephone Number
Date/Place of Birth
Academic Concentration
Dates of Attendance
Degrees and Awards
Previous School Attendance

Hearings

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for coursework except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the Coordinator of the Family Educational Rights and Privacy Act of 1974 a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The Coordinator will appoint an impartial College official who will conduct a hearing within forty-five (45) days of the written request. The results of the hearing will be transmitted in writing to the student and all other parties involved. The student may appeal the decision to the President of Saint Michael's College. The President's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.

Discrimination

Applicants for admission to the College and students, as well as applicants for employment and employees, are protected from sex discrimination under the provisions of Title II of the Education Amendments of 1972.

Family Educational Rights and Privacy Act Coordinator

John Sheehey

Registrar

Jeanmarie Hall 288

(802)654-2571

Services for Students with Disabilities

Services for students with disabilities are coordinated through the Office of the Vice President for Student Affairs. The College Engineer deals with facility accessibility issues and supports the services coordinated by student affairs. Any questions or concerns about such services should be directed to:

Art Hessler

Assoc. Dean of the College

Jeanmarie 281

802/654-2347

Michael D. Samara

V.P. for Student Affairs

Alliot Hall 105

802/654-2566

David Cutler

College Engineer

Founders Annex

802/654-2653

STUDENT SERVICES

Saint Michael's offers a variety of student services to their Prevel students. Some of these services are explained below. Additional information can be requested through the program directors of the individual offices.

Library

The Durick Library, with its staff of eight professional librarians and nineteen full and part-time paraprofessional staff, provides a wide range of information services to the College community. The library contains over 170,000 volumes, 100,000 micro-forms, and 40,000 other non-book items, including video recordings, audio compact disks, pamphlets, slides, and films. The library also receives nearly 1,400 periodical subscriptions. Among the electronic resources available are the online public catalog, many electronic indexes and full-text sources, multimedia resources, mediated online database searching, and access to the Internet. The library maintains a home page on the World Wide Web (URL:<http://www.smcvt.edu>) which provides links to other

information resources on the Internet.

Interlibrary loan services are available to students through the library's participation in the national and regional computer networks. The library is also an active node in the Vermont Automated Library System which currently allows searches of other Vermont college and university library catalogs. Access to the State Library databases, including the State archives and State statutes is available, as well.

The Library is open 120 hours per week while classes are in session, with 24-hour service during the last week of classes and the week of final exams. Professional librarians are available for reference help during most of the hours the library is open. In addition, the library's electronic catalog and databases are available 24 hours per day on the campus network, via dial-in, or via the Internet (connect through the library's home page).

Bookstore

The main College bookstore sells textbooks, supplies, College mementos, and small necessities. It is located on the first floor in Alliot Hall (Student Union Building). UPS delivery of purchased books or free delivery to the Prevel Office of purchased books is available to Prevel students upon request. For information telephone: (802) 654-2517.

I.D. Cards

I.D. cards can be obtained at The Prevel School office, Jeanmarie Hall, Room 149 from 8:00 a.m. to 8:00 p.m. Monday through Thursday, and 8:00 a.m. to 4:30 p.m. on Fridays. I.D. cards can also be obtained from the Office of Security, Ryan Hall, from 7:30 a.m. to 12:00 p.m. and 1:00 to 4:00 p.m. Monday through Friday. I.D. cards must have a validation sticker for the current session. Validation stickers are obtained through the Prevel School office. Valid photo I.D. cards are necessary to check books out at the Library or to obtain a computer account.

Parking

Vehicles parked in Saint Michael's College lots must display a current parking permit. Permits and parking regulations may be obtained during registration or at the Security Office during business hours (7:30 a.m. to noon and 1:00 to 4:00 p.m., Monday through Friday). Permit forms are available in The Prevel School office, Jeanmarie Hall, Room 149 for students wishing to obtain a permit by mail (see above section for hours). There is no charge to Prevel School students for parking permits.

Certain areas and lots are reserved for Faculty/Staff from 7:30 a.m. to 4:30 p.m., Monday through Friday. These spaces are lined in yellow paint. Regulations are enforced by Campus Security. Unauthorized vehicles in reserved areas and vehicles illegally parked in handicapped spaces without permit, fire lanes, loading zones or other restricted areas are subject to fines and/or towing at the owner's expense. Repeat offenders' vehicles will be removed from campus.

Food Services

Through the academic year (fall/spring), food and beverages are available at the Kiosk and Greensleeves. The Kiosk or food cart is open Monday through Friday. It is located on the first floor lobby of Saint Edmund's and is open from 8:00 a.m. - 6:30 p.m. Monday through Thursday and from 8:00 a.m. - 2:00 p.m. on Fridays. Greensleeves Snack Bar is open daily. It is located on the second floor of Alliot Hall (Student Union Building), serving a selection of sandwiches, hamburgers, drinks, fruit, and snacks. The hours are 7:30 a.m. to Midnight, Monday through Friday, and Saturday and Sunday from 6:00 p.m. to Midnight.

Dinner is available in the Green Mountain Dining Room, Monday through Friday, starting at 4:45 p.m. Guest meal prices or discount meal tickets for Dining Room or Snack Bar apply.

Student Lounge

The Prevel School Student Lounge is located in Jeanmarie 144 and is open for student use from 3:30p.m. until 10:00 p.m. This is an ideal spot for studying or meeting other students. It is comfortably furnished and equipped with a microwave oven for the convenience of our students. The Lounge can be reserved by contacting the Prevel School office.

Academic Computing Resources

The College has a significant offering of computer and information technology resources for students, faculty and staff. Students have access to our campus-wide network (Mikenet) from 8 PC and one Macintosh computer labs, as well as from all residential spaces. Through Mikenet, students have access to: the online library system; the Vermont Automated Library System (VALS); Microsoft Office Professional (Word, Excel, PowerPoint, and Access); Microsoft Exchange (electronic mail); SPSS; Minitab; academic content specific software applications; and a series of software tools to access the Internet.

Additional information and user support can be obtained in the Durick Library or in Saint Edmunds 221 within the academic complex.

The Writing Center

Located on the first floor of Durick Library and open five evenings a week, the Writing Center offers free help with writing. The Center's writing coaches are students who have been trained to ask the questions and give the answers you need to improve your writing. And appointments are possible, so you can get that help when you need it. Writers of all sorts use the Center, at all stages of the writing process: adult students getting started on their first literature papers; international students wrangling with English idioms; learning-different students with proofreading to do; journalism students wanting to "cut the lard"; even seniors and graduate students revising their thesis papers. The atmosphere is friendly and relaxed, but most of all

helpful — a place to learn the ropes, from coaches who understand your needs.

For students who love writing, the Center can also be a place to get hands-on teaching experience, help your fellow students, and add a valuable line to your resume. If you're interested, contact the Center's director, Prof. Elizabeth Inness-Brown, to learn how to become a writing coach.

Edmundite Campus Ministry

Saint Michael's College is proud of its Christian Community. The Office of Edmundite Campus Ministry is called upon by the College to animate and orchestrate the worshipping community for the spiritual well-being and growth of the faculty, staff, and students. To this end, the Office of Edmundite Campus Ministry conducts a variety of spiritual, pastoral, and liturgical programs and activities. Some of the programs that are now being sponsored are catechetical and basic doctrinal instruction, Bible study, shared prayer, Christian fellowship, weekend retreats and social justice education. The growth and development of Edmundite Campus Ministry depends upon the active involvement of the members of the worshipping community.

Mobilization of Volunteer Efforts (MOVE)

MOVE (Mobilization of Volunteer Efforts) is a broad based community service organization of the Office of Campus Ministry. The MOVE mission is derived from the mission of the College, which strives to instill in each member of the community a sense of service to others. Its goal is to channel the talents, creativity, and energy of the Saint Michael's community into innovative and effective service programs that will enrich the Chittenden County community.

MOVE responds to a variety of needs. Efforts are divided into the following programs: Education, Senior Citizens, Youth Development, Best Buddies, Little Brother/Little Sister, Extended Service Opportunities, Temporary Relief, and Special Projects. Many activities are coordinated through agencies that have been established to meet the specific needs of the community. For more information call 654-2674.

Student Resource Center

Career Development services are open to Prevel students. Contact the Student Resource Center at 654-2547 for further information on services offered.

Room and Board

Limited housing may be available for full-time Prevel students. For information on room and board, contact the Student Life Office, 654-2566.

EDUCATIONAL FEES AND EXPENSES

Among the considerations in a college decision will be how much one is able to pay for the type of education desired. In making the decision, the quality of an aca-

demic program, the size and location of an institution, the degree of personal attention given to the students and the goals and objectives of the college should be weighed carefully. The following tuition and fees are outlined for Prevel students.

	Graduate Program	Prevel Undergraduate
Fall 1997	\$280 per credit	\$295 per credit
Spring 1998	\$280 per credit	\$295 per credit

Payment of Tuition

Full tuition and fees must be paid prior to the first class meeting. Students whose employers offer tuition reimbursement may choose to defer payment of some tuition. Such students may request deferral by filing a “Deferred Payment Agreement,” available from the Student Accounts Office. This form, along with a deferred payment fee, twenty percent of tuition and 100% of all fees must be submitted prior to the first class meeting. A late payment fee will be assessed students who have not paid or deferred by the first class meeting.

Deposits

At the time a student registers for a Prevel course at Saint Michael's College he/she will be asked to make a per-course deposit to hold their space in the course which will be applied to the total semester's tuition bill. **THIS DEPOSIT IS NOT REFUNDABLE.**

Audit

Students may audit a course (attend without receiving a grade) at a substantially reduced tuition rate.

Fees

Application Fee - An application fee is charged to applicants of the programs. This fee is not refundable and must be paid before the application is processed.

Graduation Fee - A diploma fee is payable at the time the “Intent to Graduate” form is filed with The Prevel School Office. The graduation fee covers the expense of the diploma. This fee is payable even if a graduate does not attend the commencement exercises.

Lab Fee - Certain classes require varying laboratory fees. See the Course Schedule to see if a course requires a lab fee.

Textbooks and Supplies - Each student is responsible for purchasing his/her own textbooks and supplies. The estimated cost of all textbooks and supplies will vary according to each program of study in which the student is enrolled.

Room and Board - These fees are only applicable to students desiring student housing. Details should be acquired from the Student Accounts Office.

Health Insurance - The College also has available, a hospital-medical-surgical plan. A brochure detailing the plan is available from the Student Accounts Office. To obtain health insurance a student must contact Student Accounts (654-2581).

Remission of Fees - A student who withdraws from Saint Michael's College must notify the College in writing. Merely ceasing to attend classes does not constitute official withdrawal. A student who withdraws from a course without completing the withdrawal form or who is suspended or dismissed from the College is not entitled to a refund. The date of the official notice of withdrawal received by the Registrar's Office is the date used in computing any refund.

Payment of Fees - All fees are to be paid in full prior to the beginning of each semester. Checks should be made payable to Saint Michael's College.

Regulations

The following regulations should be carefully noted:

1. No reduction in semester fees is made because of the late entrance of a student.
2. All accounts are due and payable at the beginning of each semester. Late payments will subject the student to a late payment fee. In certain cases, special arrangements may be made with the Student Accounts Office for deferred payment. Failure to comply with such arrangement will result in dismissal of the student. Failure to make payment or deferral arrangements will result in revocation of course registration.
3. If a student leaves the College for any reason without having settled all his/her financial responsibilities, grades, information concerning academic, or disciplinary standing, will not be honored by the College. Likewise, diplomas of graduating students will not be released until accounts have been fully settled.
4. Unless a student's account has been settled as indicated above, he/she will not be allowed to register for courses in subsequent semesters.
5. Any scholarship awarded by the College, or financial aid programs over which the College exercises control, such as Perkins Loans (NDSL) funds, is credited to the student's account as agreed.

NOTE: The College reserves the right to withhold registration material, the diploma, and all information regarding the record, including transcript, of any student who is in arrears in the payment of fees or other charges, including student loans and dining and housing charges.

Refunds

Fall/Spring Semester Courses - Refunds are noted in the specific semester schedule.

Summer and/or Weekend Courses - Summer and/or weekend courses are calculated by hour.

Any room and board refunds, assuming all financial obligations for the year have been met, will be computed upon request.

PREVEL UNDERGRADUATE STUDIES

HISTORY

The Prevel School bachelor's degree programs began in the fall semester of 1994. These programs include two new majors, *Human Development* and *Management and Leadership*, which are offered exclusively after work hours to accommodate the needs of working adults in pursuit of their B.A. degree. These academic programs include a unique grouping of four courses: IN 104 Integrated Learning, IN 106 American Experience, IN 108 Integrated Science, and IN 110 Perennial Wisdom; which were developed with the recognition of the distinction between the younger college student who is still deciding on a career and the adult student who has work experience and established personal and professional goals. These four foundational courses are the hallmark of the Prevel undergraduate program.

PREVEL SCHOOL PHILOSOPHY

The Saint Michael's College Prevel School provides a learning environment that is enriched by the experiences of adult learners. Prevel students are a remarkably diverse group of people. They range in age from 22 to 70. They hold various professional and community positions within Vermont and elsewhere which allow their learning to impact the environment in which they live and work. Adults come to the Prevel School to gain the skills and knowledge necessary to develop, to change or advance their careers, and examine their lives. They engage in a level of scholarship and critical reflection that contribute to the richness of their intellectual life.

In the Prevel School every student is a resource with the potential and opportunities to share experiences with classmates. This sharing and reexamination of life experience is integral to learning for the adult student. Prevel students gain awareness, knowledge, and practical competence and increase their skills in public speaking, analyzing and solving problems, working on and managing teams, communicating a point of view, and operating current technology.

The Graduate and Undergraduate programs offered through the Prevel School are designed for adult learners. The undergraduate programs promote competence in a broad range of content with emphasis on pre-professional understanding and skills. Graduate programs prepare professionals to engage in critical analysis and application in specific fields. All programs are:

- **flexible** - offering full-time or part-time options, extended hours, several different credit options including undergraduate credit for prior learning, independent study;
- **affordable** - cost competitive with other programs in the surrounding area;
- **accessible** - user friendly with most services available in the Prevel Office; advisors are assigned who give prompt attention to students' needs;
- **innovative** - responsive to new areas of interest within and between disciplines;

- **value-centered** - concerned with ethical issues that challenge people daily in the world of work;
- **quality-driven** - small classes, interactive and participatory instruction, and engaging content; and,
- **liberal arts-based** - interdisciplinary in scope; faculty have a broad knowledge base; connects theoretical learning with the practical experience.

The Prevel School is committed to helping create and sustain an informed and involved citizenry. Programs provide a rigorous intellectual and welcoming environment which encourages students to master intellectual and professional skills and abilities, and become active participants in their own lives.

ADMISSION TO UNDERGRADUATE STUDY

Admission Criteria

A student given consideration for undergraduate admission to The Prevel School generally:

1. Is 22 years of age or older; AND,
2. Has a high school diploma or GED; AND,
3. Has stopped out of continuous full-time schooling in order to work in or outside the home; AND
4. Is non-residential.

Application Process

1. Make an appointment with an Admissions Counselor.
2. Fill out the forms in the Application Packet and return it to The Prevel School Office, located in Jeanmarie 164. These forms include:
 - a) An application;
 - b) Two letters of reference forms;
 - c) Transcript request forms; and a
 - d) Personal statement form.
3. Make an appointment to take the entrance assessment. All students will take the initial assessment. This assessment includes reading and interpreting written information, computing, interpreting graphs, and a short (five-minute) videotaped talk. The purpose of the assessment is to:
 - a) help us properly place you into programs of study;
 - b) allow us to assess program effectiveness; and,
 - c) provide you with a personal awareness of your own learning.
4. Pay a processing fee.
5. When application packet is complete, call for an interview with Director of your program or the Chair of your major to design your program of study.

When the admissions file is complete, the range of credentials will be carefully

evaluated. Students are admitted to The Prevel School if they demonstrate ability in academic skills and if they show promise of being able to participate in a college program. Decisions will be made based upon criteria at two (2) levels:

Level 1: Previous Academic Record
Writing Sample
Entrance Assessment

Level 2: Letters of Reference
Interview

Applicants who lack certain skills but who give indication of being able to participate in a college program may be referred to a developmental experience to enhance their skill level before they are admitted to the program.

College-Level Examination Program (CLEP)

Saint Michael's participates in the College-Level Examination Program (CLEP). The Educational Testing Service of Princeton, New Jersey, has prepared standardized tests which are designed to measure college-level learning acquired through independent reading, job training, television programs and other non-traditional educational sources. Students enrolled in the Prevel School may submit scores of these CLEP examinations to be evaluated for credit. CLEP scores at or above the sixtieth percentile can be used to fulfill Liberal Studies or prerequisite requirements. No more than 6 credits can be given for any one subject examination, and no more than a total of 30 credits will be accepted by Saint Michael's College for CLEP examinations. Please contact the Prevel School office for more detailed information. **NOTE:** Other examination programs, such as the Defense Activity for Non-Traditional Education Support (DANTES) and American Council on Education (ACE) and others, are also considered for transfer credit. Please direct questions to the Prevel School office.

Transfer Admission

The majority of students attending the Prevel School are adults who have had some previous college experience. Credit may be transferred for work completed at accredited colleges with a grade of C- or better, provided that the courses correspond to offerings at Saint Michael's. However, if a student has an Associates of Arts Degree from an accredited institution, sixty credits are automatically transferred toward the bachelor's degree. Credits are considered for transfer only if an official transcript from the institution attended is submitted. The remaining requirements to be fulfilled by transfer students to qualify for graduation from Saint Michael's will be determined on an individual basis by the appropriate advisor and approved by the Registrar's office. All students must earn a minimum of thirty credits at Saint Michael's College.

Internships

The Internship at Saint Michael's is a program whereby students, participating employers, and the College enter into a partnership designed to give students career-related, pre-professional work by fulfilling "academically meaningful" (productive) work assignments for their employers. Internships are supervised work experiences with both the public and private sectors. They are designed to enhance and supplement formal education and promote personal and career development. Saint Michael's Internship program is "optional" in that students and employers elect to participate, but are not required to do so. Two distinct internship plans are used, with many individual variations to suit students and employers; the alternating plan, whereby students alternate periods of full-time (semester-based) work and full-time study, and the parallel plan, whereby students pursue studies and work on internships at the same time.

Placement sites range from large corporations to small businesses, from the service industries to manufacturing, government and non-profit agencies, and educational institutions. Internships are available in such areas as accounting, advertising, business administration, communications, education, the environment, fine arts, governmental advocacy, human resource development, human services, journalism, legal advocacy, market research, museum research, psychology and sales/marketing. Students may develop individualized internships and present them as possible options. The scope of the program reflects the diversity of student interests as well as the fluctuating demand for certain skills in a changing economy.

Generally, applicants must have junior or senior standing, although exceptionally qualified second semester sophomores will be considered. Transfer students must have completed a minimum of one semester of college work at Saint Michael's. Internships may not be done as an overload during a regular academic semester and a maximum of 15 credits can be earned toward graduation requirements via the internship option. Applicants are required to have completed prerequisite courses and have a minimum 2.7 cumulative grade point average and the support of their academic advisor or department chair. Academic waivers are sometimes granted to students by petition to the Associate Dean of the College. The majority of internships are taken for three credits. The Internship Coordinator will assist students in identifying internship placements and in preparing the required study agreement. The proposal must be approved by the Associate Dean of the College.

Successful applicants for internships to which credit is attached will be charged the usual rate for tuition. If the need exists or if merit scholarship assistance is appropriate, the Director of Financial Aid should be consulted.

UNDERGRADUATE GRADING SYSTEM

Instructors report grades to the Registrar four times a year. They report final course grades at the end of the semester; they report grades of D or F at mid-semester. Grades are reported and recorded by letters which indicate the following:

Grade	Grade Pt.	Qualitative Equiv.
A	4.0	Superior
A-	3.7	Superior
B+	3.3	Very Good
B	3.0	Very Good
B-	2.7	Very Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory
D+	1.3	Poor
D	1.0	Poor
F	0.0	Failing

To determine the quality points earned for a particular course, multiply the number equivalent to the letter grade by the credit hours assigned to the course. To arrive at the quality point average (Q.P.A.), add the quality points for all courses. Then divide this sum by the number of credit hours attempted.

Other Grade Notations

Instructors may also use the following letters in reporting grades:

- I Some course assignments have not been completed for a legitimate reason. This is not a permanent notation.
- P/F With permission of instructor, a course may be taken on a pass/fail basis.
- X Student was absent from the final examination for a legitimate reason. This is not a permanent notation.
- WD Student withdrew from course without penalty.

Grades of I, P/F, X, and WD are not computed in the student's average. Grades of I and X must be made up within six weeks of the beginning of the semester following the assignment of the notation (not counting summer session). A record containing such a notation is not eligible for honors in the semester in which it was incurred. After the make-up of an I or X, a new average will be computed and the student's record corrected. If an I or X is not made up, the final grade in the course becomes an F.

Repeating Courses

A course in which a student earns an F or D grade may be repeated. In non-major course, both grades appear on the transcript and both are computed in the student's cumulative quality point average. When a course in a student's major is repeated, both grades remain on the transcript and are computed in the cumulative quality point average, but only the higher grade is computed in the major average. A course that was passed (D, D+) and then repeated for a better grade will count as only one of the required courses. When courses are repeated at other colleges or universities only credits and not grades transfer.

Grades from Other Institutions

A grade of C minus or better is required in order for the credits to be considered for transfer from other institutions, but the grade is not calculated in the quality point average.

Audit

A student may audit a course with the approval of the instructor and program director. The student receives no credit or grade and does not complete assignments or take examinations. The student may not claim credit at a later date. The charges for auditing are listed in the course schedule with tuition fees.

Dean's List

A student who achieves an average of at least 3.4 at the end of a semester and who has completed a minimum of twelve credits in one semester is cited on the Dean's List.

Graduation With Honors

Students who maintain the cumulative quality point averages specified below receive their degrees with honors listed:

Cum laude	- 3.25
Magna cum laude	- 3.60
Summa cum laude	- 3.90

Probation and Warning

If a student fails one or more courses he/she is placed on warning and so notified. When a student is below the qualifying cumulative quality point average he/she is placed on probation and so notified. This qualifying cumulative quality point average escalates from a 1.4 in the first semester of the first year to a 1.6, 1.7, 1.8, 1.9, and 2.0 in each of the following semesters. The minimum quality point average required for graduation is a 2.0 ("C") in both the major and in all courses attempted.

A student who is placed on probation at the end of a semester will have his/her record formally reviewed at the end of the following semester by the Academic Board of Review. If satisfactory progress is not made, the Board will recommend appropriate action, including possible dismissal, to the Dean of The Prevel School. Although the procedure listed above generally applies, Saint Michael's College reserves the right to dismiss at any time, without giving additional reason, students whose conduct or academic standing it judges to be unacceptable. Neither the College, nor the officers, nor the Trustees of the College will be under any liability for such dismissal.

Undergraduates Enrolling In Graduate Courses

Matriculated Saint Michael's College undergraduate students with senior status with a minimum 3.0 G.P.A. may, under very limited conditions, request permission to take Graduate courses for Undergraduate credit on a space available basis, with permission of Advisor, Registrar and Graduate Director. Tuition is considered as part of undergraduate assessment.

Saint Michael's College undergraduate students may take graduate courses for graduate credit if undergraduate requirements have been fulfilled and with Graduate Director and Dean of Undergraduate College approval. The Graduate Director may require application for the program.

ADULT UNDERGRADUATE FINANCIAL AID

Saint Michael's College gives all students an equal opportunity for financial aid, regardless of race, color, religion, age, gender, sexual orientation, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of a college education rests with the student, it also realizes that under present economic conditions there are students who do not have available means for a private college education. In recognition of this fact Saint Michael's College uses every possible means to bridge the gap that may exist between student resources and college expenditures.

Financial aid, consisting of grants, loans, and work opportunities, is granted to students who cannot provide the full cost of a college education through their own reasonable efforts. The primary purpose of financial aid is to provide assistance to students who, without such aid, would be unable to attend college. Financial Aid at Saint Michael's College is offered on the basis of financial need. Some of the factors that are taken into consideration in determining the student's financial strength are: income, number of dependents, other educational expenses, debt, retirement needs and unusual circumstances.

All aid recipients must reapply for aid each year. A student may assume that Saint Michael's College will provide comparable financial assistance in subsequent years. However, as circumstances and/or availability of Federal, State, and Institutional funding change, so may the amount or distribution of financial aid.

Financial aid is offered on the basis of financial need. There are three types of financial aid: (1) Grants - funds which do not have to be repaid; (2) Loans - money borrowed which must be repaid; (3) Student Employment - part-time employment opportunity which covers a portion of college costs.

In order to receive/retain College, Federal and State grants, loans and work-study assistance, the recipient must have at least a "C" average or its equivalent or academic requirements consistent with the requirements for graduation, as determined by Saint Michael's College, at the end of the second year.

Undergraduate Financial Aid Application Procedure

1. The applicant should obtain a Free Application for Federal Student Aid from the Financial Aid Office; forms will be available mid December. This procedure must be followed each year you wish to be considered for aid.
2. All applicants must mail complete, signed copies of their (and their spouse) 1996 Federal Income Tax Returns to the Financial Aid Office.
3. Complete the Saint Michael's College Prevel School Application.
4. Financial Aid Transcript from colleges previously attending.

Grants

Grants are offered to students who, without such assistance would be unable to attend Saint Michael's College. The basic requirement for consideration is financial need and good academic standing.

Saint Michael's College Grants-in-Aid are offered to students who have financial need and a good academic record.

Supplemental Educational Opportunity Grants are sponsored by the Federal Government and are administered by Saint Michael's College. They are offered to students showing exceptional financial need.

Pell Grant - You may apply for this grant if you are an undergraduate student enrolled on at least a half-time basis in a program of study which is six months in length or longer. Application is through the Free Application for Federal Aid.

State Student Assistance Programs - Students are encouraged to apply for such assistance by contacting their State agency. In Vermont contact Vermont Student Assistance Corporation.

Federal Work-Study Program

The Federal Work-Study Program is sponsored by the federal government and is administered by Saint Michael's College. The program provides part-time employment on campus for students who are in need of earnings from such employment to pursue a course of study at Saint Michael's College. Eligibility is determined by the Aid Administrator.

Loans

Perkins Loans (formerly known as National Direct Student Loans) are an important financial aid resource available to students who need assistance and who are willing to pay for part of their current education with their future earnings. Loans may be granted to provide supplementary assistance to students receiving other forms of aid, or to help students with genuine need where grant funds are not available. While a student is enrolled in at least one-half of the normal academic workload no interest is paid on his/her loan and no repayment is expected.

Repayment begins nine months after graduation or when a student ceases to carry at least one-half the normal academic workload.

Federal Stafford Loan Program, (formerly known as Guaranteed Student Loan Program (GSL) is available for students who demonstrate financial need. Loan limits under this program are \$2,625 for first-year students, and increase significantly for second-, third- and fourth-year students. The federal government pays the interest on these loans while the student is enrolled. Repayment does not begin until six months after the student graduates or leaves school. The Financial Aid Staff will determine the student's eligibility.

Federal Unsubsidized Stafford Loan Program is designed for all students, regardless of income. The Federal Unsubsidized Loan's terms and conditions are the same as the Federal Stafford Loan with one exception. The student is responsible for paying the interest which accrues during in- school and deferment periods. Students who would like to apply for this loan will need to submit the FAFSA and complete signed copies of their federal income tax returns in order to have their eligibility determined. Eligibility for the Subsidized Stafford Loan is determined first.

PREVEL UNDERGRADUATE CURRICULUM

Earning Credit

There are four ways to earn the necessary 124 credits hours, with a minimum of 34 different courses, toward undergraduate degree completion in the Prevel School:

- 1) Take classes at Saint Michael's College.
 - a) Transfer students must be enrolled at Saint Michael's College at least one academic year preceding graduation, and must complete a minimum of 30 credits at Saint Michael's.
 - b) A minimum of 24 of the last 30 credits must be completed at Saint Michael's.
- 2) Transfer credits from other accredited colleges/universities under the provisions of the Saint Michael's College transfer of credit policy.
- 3) Earn portfolio credits for prior learning through IN 102 Portfolio Development course.
- 4) Transfer in other credits: Dantes, ACE credits, CLEP, etc. under the provisions of the Saint Michael's College transfer of credit policy.

For graduation, students must maintain a cumulative grade point average of 2.0 and a minimum of a 2.0 average in courses taken in the major.

DEGREE REQUIREMENTS

Each program of study has four required degree components as follows:

- 1) Foundational Courses
- 2) Liberal Studies Requirements
- 3) Major Concentration Requirements
- 4) Electives

1) Foundational Courses

- *IN 104 Integrated Learning
- *IN 106 American Experience
- *IN 108 Integrated Science
- *IN 110 Perennial Wisdom

* Each of the Foundational Courses fulfills a Liberal Studies Requirement as listed below.

2) Liberal Studies Requirements

The following requirements apply to students matriculated after June, 1996.

The specific minimum requirements of the Liberal Studies Curriculum (which include the Foundational Courses) are:

2 courses in Religious Studies (6-8 credits)

one 100-level and one 200-level

2 courses in Philosophy (6-8 credits)

IN 110 Perennial Wisdom

1 200-level course

3 courses in Social Sciences and Organizational Studies (9-12 credits)

(Courses meeting these requirements will be noted in semester schedules.)

2 courses in Natural and Mathematical Science (6-8 credits)

IN 108 Integrated Science

one 100-level course from Biology, Chemistry, Computer Science, Mathematics, or Physics

3 courses in Humanities (9-12 credits)

IN 106 American Experience (4 credits)

1 course in Literary Studies (3-4 credits)

1 course in Culture and Civilization (3-4 credits)

(Courses meeting these requirements will be noted in semester schedules.)

2 credits in Artistic Experience

(Courses meeting this requirement will be noted in semester schedules.)

2 Writing Intensive Courses:

IN 104 Integrated Learning (4 credits)

One Writing Intensive Course within the major field (3-4 credits)

Demonstration of Intermediate Level Language Proficiency

A maximum of 8 credits in one's major may be used to fulfill the Liberal Studies.

3) Major Concentrations

HUMAN DEVELOPMENT

The goal of the Human Development Department at Saint Michael's College is to help students develop their understanding of how human beings grow and mature throughout their lives. The department's orientation is interdisciplinary, incorporating insights into human behavior from the perspectives of psychology (individual level), sociology (group level) and anthropology (cultural level).

The program is structured to meet the needs of three groups of people:

- 1) those who wish to pursue a helping career in social services directly after receiving the bachelor's degree, working at organizations such as community counseling agencies (e.g., Women Helping Battered Women, Spectrum Youth & Family Counseling Services, Social & Rehabilitative Services), residential facilities (e.g., Northeastern Family Institute), alternative education settings (e.g., Rockpoint, Baird Children's Center), and rehabilitation centers (e.g., Howard Mental Health, Woodside Juvenile Rehabilitation Center).
- 2) individuals who desire to continue on into graduate training in a professional helping field (e.g., counseling psychology, clinical psychology, social work). The majority of graduate programs in psychology and social work, especially masters level programs, do not require their applicants to possess a bachelor's degree in a particular major. Instead, they require specific courses for eligibility. These courses, (e.g., General Psychology, Research Methods, Personality, Abnormal Psychology, Developmental Psychology) are either part of the Human Development Program's required courses or are available as program electives. Therefore, with attentive planning a degree in Human Development can provide a student with the prerequisites to continue on to graduate training.
- 3) those who are seeking licensure in elementary education and will use the Human Development major to fulfill state requirements.

There are eight *required courses* that all Human Development majors must take.

They are:

PS 101 (3)	General Psychology
SO 101 (3)	Introduction to Sociology
SO 107 (3)	Social Problems
PS 205 (3)	Psychological Development of Children
PS 206 (3)	Adolescent and Adult Development
SO 309 (3) or	
PS 213 (3)& 215 (4)	Research Methods
SO 213 (3)	Marriage and Family
PS 450 (3)	Interpersonal Skills

In addition, students must take at least 3 other courses to fulfill the major's requirements. Which courses students select as Human Development electives depends on their career intentions and should be discussed with their advisor.

Courses currently available as *electives* are:

SO 105 (3)	Culture, Society, and the Person
PS 220 (3)	Social Psychology
PS 225(3)	Abnormal Psychology
PS 302 (3)	Diversity and Contexts of Psychology
PS 311 (3)	Introduction to Clinical Psychology
PS 313 (4)	Personality Theories
	Internship
	Independent Study
PS416 (3)	Advanced Topics: The Self

MANAGEMENT AND LEADERSHIP

The Management and Leadership program of study is for students whose learning goals are to integrate their practical work experience with the theory of management and leadership in a college setting. The program builds on the students' "real-life" experiences and provides the foundation for a whole system approach to understanding the operations of business, government, or other service organizations. The B.A. coursework is more qualitative, than quantitative, focusing on the human side of an organization. The strong liberal arts core of Saint Michael's College combined with the Management and Leadership major will provide students with the ability to interact effectively in an organizational context through the use of initial thinking and problem solving, an understanding of basic leadership concepts and abilities to apply theoretical frameworks to real-life activities, the skills to use research and communication skills to interact effectively in a regional and global organizational context, the ability to integrate technology and decision making tools, and a value commitment to quality, diversity, and socially responsible decision making.

Required Courses:

BU 132 (4)	Fundamentals of Accounting
BU 211 (3)	Management Information Systems
BU 303 (4)	Management and Organizational Behavior
BU 305 (4)	Marketing
BU 307 (3)	Continuous Organizational Improvement
BU 309 (3)	Business Law
BU 313 (3)	Managerial Leadership
BU 315 (3)	Financial Policies of Corporations
BU 461 (4)	Business Policy and Strategic Management
EC 101 (3)	Macroeconomic Theory or
EC 103 (3)	Microeconomic Theory

THE DAYTIME MAJORS OF THE COLLEGE

Please see the Saint Michael's College Catalogue for requirements for daytime majors. Saint Michael's offers the following majors for the Degree of Bachelor of Arts:

American Studies	English Literature	Journalism
Classics	Fine Arts	Philosophy
Economics	Art	Political Science
Elementary Education	Drama	Psychology
Engineering	Music	Religious Studies
3+2 with Clarkson	French	Sociology/
Dual Degree with the	History	Anthropology
University of Vermont		Spanish

Saint Michael's offers the following majors for the Degree of Bachelor of Science:

Accounting	Chemistry
Biochemistry	Computer Science

Biology	Environmental Science
Business Administration	Mathematics
	Physics

4) Electives

Elective credits can generally be taken in any area of study subject to a 52-credit cap for courses in any one specific discipline, including your major area of study. Elective courses must not have been used for other Liberal Studies Core and Major Concentration requirements.

Minors

A minor in a particular field of study may be satisfied by enrolling in approximately 13-21 credits, meeting department specifications. Formal declaration of a minor must be made in the Office of the Registrar. A minimum quality grade point average of 2.0 must be attained in a minor.

Saint Michael's offers the following minors:

Accounting	Fine Arts	Modern Languages
Biology	Art	French
Business Administration	Drama	Spanish
Chemistry	Music	Russian
Classics	Gender Studies	Philosophy
Computer Science	History	Physics
East Asian Studies	International Business	Political Science
Economics	Journalism	Religious Studies
English	Mathematics	Sociology/Anthropology
Environmental Studies		

Portfolio Development (IN 102)

The Prevel School at Saint Michael's College recognizes that adults have had many opportunities for valuable learning experiences in their everyday lives and work. When this prior learning is college-level, it can be evaluated to determine whether it is worthy of college credit and, if so, captured in portfolio form for review by a credit-granting committee.

Credit can be granted only for verifiable college-level learning acquired through life or work experience. For example, a student who has operated her own refinishing business for ten years might gain credit for her knowledge of marketing and accounting or for knowledge of certain historical periods. Commonplace, non-college-level learning such as how to buy a house or balance a checkbook would not be applicable to this process.

College-level

Determining college-level learning is a very complex task. To aid in this, Prevel

School students seeking credit for prior learning will enroll in a portfolio development course, where the following criteria will be applied:

- Credit will be granted only for courses offered at Saint Michael's College or for courses deemed appropriate for Saint Michael's programs. The four foundational courses (IN104, IN106, IN108, IN110) will not be considered for prior learning credit.
- The learner should be able to identify the principles involved in the experience.
- The quality of the work should be that expected of college-level courses.
- An expert in the field should be convinced that your demonstration of knowledge and competence is at the college-level.
- The learning should be both theoretical and practical. For example, if you traveled to Germany and noted the differences in governmental system from that in the United States, your report of this observation would not be sufficient to demonstrate your college-level learning. If you could relate your observations to the social, economic, and/or historical theories, such a report might demonstrate college-level work.
- The committee has the right to award the number of credits it determines as being appropriate.

Time Limit

To enroll in the portfolio course, students must be matriculated into a degree program. Students cannot apply for prior learning credit in the final year of their program or if they are inactive or on a leave of absence. The portfolio must be completed within the portfolio course.

After submitting your portfolio, you may expect an evaluation within the next regular semester: Fall semester portfolio - Spring semester evaluation.

Credit Limit

A maximum of 40 credits may be granted for prior learning. The average award is approximately 15 credits.

COURSE DESCRIPTIONS

FOUNDATIONAL COURSES

IN 104 Integrated Learning 4 credits

This course is a multi-dimensional exploration of the kinds of processes, strategies, and questions that are necessary for inquiry in the major areas of study. Students explore fundamental and transformational "Great Ideas" through readings and other media drawn from a wide range of sources, disciplines, and historical periods.

Students read and write regularly in various modes, and experiment with alternative forms of expressions. The central question of the course is “What does it mean to be human?”

[LSR: INTERDISCIPLINARY/WRITING INTENSIVE]

IN 106 American Experience

4 credits

The purpose of this course is to provide students with two things: (1) a sense of how the American polity, economy, society, and culture have developed since 1607 and (2) an opportunity to examine, within their historical contexts, some of the critical issues that face the American people. I have chosen gender, race, and technology as broad topics, each representing several important historical issues (e.g., What role should women play? Is racial equality possible? Is technological change beneficial?) One of the values of such topics is that they are interrelated, both with each other and with others dealt with in the chronological section of the course (e.g., the role of women, the degree of racial equality, and technological change are all affected by political and economic developments; shifts are reflected in the popular culture). Students will thus be able to delve both deeply and broadly into the past and its links to the present and future.

[LSR: HUMANITIES/HISTORICAL STUDIES]

IN 108 Integrated Science

3 credits

Integrated Science provides students with the opportunity to develop a systematic way of looking at the interaction among the various content areas in science. Relationships among the disciplines will be explored through a thematic approach of a number of content areas, including environmental. Case studies will be used as part of the teaching methodology. [LSR: NATURAL/MATHEMATICAL SCIENCES]

IN 110 Perennial Wisdom

4 credits

In this course, participants are invited to enter the “Great Conversation,” the perennial search for meaning and wisdom in human lives within communities and as an essential piece of individual existence. Readings are drawn from modern and contemporary sources as well as classical, from Eastern thinkers as well as Western. Through writing, discussion, dialogue, and other expressions, participants will engage the great questions with each other and in terms of their own lives. [LSR: PHILOSOPHY]

LIBERAL STUDIES

See current course schedule for course descriptions in this area.

MAJOR CONCENTRATIONS

HUMAN DEVELOPMENT

PS 101 General Psychology

3 credits

An introduction to the field of psychology, with emphasis on the normal adult human being, and on the diversity of views represented in the field.

[LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

PS 205 Psychological Development of Children 3 credits

An introduction to the basic principles of human growth and development covering the period from conception through middle childhood. Topics include a history of the field, research methods, genetic and environmental contributions to development, development of language, intelligence, and personality.

Prerequisite: PS 101 [LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

PS 206 Adolescent and Adult Development 3 credits

A survey of human development from adolescence through old age. Topics will include changes associated with puberty, identity formation, marital and occupational stresses in adulthood, theories of adult personality development, age-related changes in intellectual functioning, and current research on death and dying.

Prerequisite: PS 101; PS 205 or ED 251 recommended but not required.

[LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

PS 213 Research Methods I 3 credits

An integrated presentation of research methodology and data analysis techniques used in contemporary psychological research. The course is designed to provide the tools necessary to understand and evaluate the research literature of Psychology and related disciplines and to conduct sound research projects.

Prerequisite: PS 101 [LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

PS 215 Research Methods II 4 credits

A continuation of Psychology 213.

Prerequisite: PS 101, 213 [LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

PS 220 Social Psychology 3 credits

A survey of the methods and concepts used in the study of individuals in groups. Topics include attitude and attitude change, prejudice, social conflict, aggression, helping behavior, group dynamics, and organizations.

Prerequisite: PS 101 [LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

PS 225 Abnormal Psychology 3 credits

The origin, characteristics and treatment of the behavior disorders, including minor adjustment problems, substance abuse disorders, and major disorders like schizophrenia.

Prerequisite: PS 101 [LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

PS 302 Diversity and Contexts of Psychology 3 credits

This course presents a social-ecological framework for understanding human development. Through lectures and discussion we explore individual, interpersonal, and community influences on development, and the conditions that facilitate or impede it.

Prerequisite: PS 101 and any 200-level Psychology course.

PS 311 Introduction to Clinical Psychology 3 credits

Introduces the student to clinical psychology as an area of applied psychological theory and research as well as a profession devoted to the assessment, amelioration and prevention of psychological and behavioral disorders. The role of the profession in national mental health law, policy and programs, the relationship to other mental health care providers, professional ethics, and alternative models of professional training are also reviewed.

Prerequisites: PS 225 or permission of the instructor

PS 313 Personality Theories 4 credits

Offers an in-depth critical analysis of those theories in psychology that attempt a comprehensive understanding of the personally relevant and meaningful aspects of human behavior. An emphasis is placed on the study of primary source material from such theorists as Freud, Adler, Jung, Sullivan, Horney, Rogers, May, Allport, and Murray.

Prerequisite: PS 101 and one 200-level course in Human Development.

PS 416 Advanced Topics: The Self 3 credits

This course applies the concept of “self” to explore problems and processes of adult development. “The self” can be defined as a psychological agent who is shaped by the interaction of inner, biological forces (genetic and physiological) and outer, environmental forces (social and cultural). How “the self” evolves in social context will be the focus of the course. By examining the relationship between personality development and psychopathology as a developmental process, we will strive toward an understanding of how one’s life experiences transform a person across different life stages.

Prerequisite: Permission of instructor

PS 450 Interpersonal Skills 3 credits

Each person examines ways to use his/herself to the fullest capacity in the “helping” relationship with others. An experiential approach with didactic components will be provided. Group participation is a requirement for this course.

Prerequisite: PS 101 and 2 other 200-level courses in Human Development.

SO 101 Introductory Sociology 3 credits

An introduction to sociological analysis. It will include an examination of population, social stratification, community organization, economic, political and religious institutions.

[LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

SO 105 Culture, Society, and the Person 3 credits

The comparative study of culture throughout the world leads to an understanding of the nature of human culture, cultural differences, multiculturalism, cultural change, values in contemporary society, culture in relation to the person, to moral behavior, and to Christianity. The course provides an introduction to cultural anthropology, utilizing also the perspectives of sociology, psychology and religious studies.

[LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

SO 107 Social Problems 3 credits

An investigation of the complex nature of many contemporary social issues.

[LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

SO 213 The Family 3 credits
 The family as a social institution; its internal organization and formation in the past and in the present. Special emphasis will be placed on problems affecting the American family. [LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

SO309 Research Methods 4 credits
 Provides an awareness of the techniques that are used to gather the data on which sociological generalizations rest. This course is intended primarily for sociology majors, but it is not reserved for them.

MANAGEMENT AND LEADERSHIP

BU 132 Fundamentals of Accounting 4 credits
 Introduces accounting principles and practices applicable to the preparation and analysis of financial statements of a business organization as well as the preparation and use of accounting information in the management process. Major topics include the accounting cycle, preparation and analysis of financial statement items, budgeting and decision support systems, cost and control systems, time value of money, and capital investment decisions.

BU 211 Management Information Systems 3 credits
 Students will be introduced to computer applications (word processing, database, and spreadsheets) and to current concerns in managing information systems including networking, systems design, and the impact of technology on organizations. Students will become proficient in using the applications on the computer through assignments and will also understand information systems from a management perspective through readings, discussion and cases.

BU 303 Management and Organizational Behavior 4 credits
 Examines and encourages the development of useful managerial skills by familiarizing the student with the field of management as it exists today. Topics include goal setting, planning, organizational behavior, human factors in the organization, decision-making, and controlling activities.
 [LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

BU 305 Marketing 4 credits
 Reviews the role of marketing in the firm, the identification and selection of target markets, and the design of the marketing mix to best meet the requirements of the target market. Examines the impact that the economic, legal, social and competitive environments have on the market mix.

BU 307 Continuous Organizational Improvement 3 credits
 This course reviews the basic philosophy, concepts, approaches, and tools to continuous improvement (CI). Organizations and their members must be continually learning to compete in the global marketplace. The production of quality products is essential. Students will learn forecasting, manufacturing and service processes, and control tools to maintain continuous improvement in an organization. Readings, cases, discussion, and a project will be required of the student.

Prerequisites: Completion or near completion of all previous coursework and permission of Director

BU 309 Business Law 3 credits

Introduces the fundamental principles of business law and the legal environment which governs business transactions. Major topics include legal systems and issues, contract law, laws governing sales, commercial paper, partnerships and corporations.

BU 313 Managerial Leadership 3 credits

This course is an experiential course reviewing application of leadership and leader behaviors and assessing one's own leadership style and behavior in a group setting. The fundamental goal of this course is to develop an understanding of leadership skills and behaviors as applied by others and oneself. This goal will be achieved through a review and analysis of the literature discussion, and exercise on what a leader is and does; leadership styles, leadership and envisioning, empowerment and followership; measurement of a leader's performance and success; and special circumstances.

BU 315 Financial Policies of Corporations 3 credits

Surveys financial decision-making in a business enterprise with respect to acquisition and allocation of funds. Compounding and discounting, estimating cash flows on investment proposals, capital budgeting, cost of capital, analyzing risk return trade off, valuing securities, capital asset pricing model, effects of operating and financial leverage, financial ratios, working capital management, and corporation expansion and contraction are considered.

Prerequisite: BU 132

BU 461 Business Policy and Strategic Management 4 credits

Examines how an organization resolves complex problems within the constraints of the real world. Develops an ability to view the organization as a whole and understand how and why the various functions are interdependent. Topics include setting realistic objectives, policies, and plans; corporate and business strategies; translating strategies into pro forma statements; organizational structure; and resource allocation. Case studies and simulated business decision-making identify the role of the general manager in a variety of domestic and international situations.

Prerequisites: Completion or near completion of all previous coursework and permission of Director

EC 101 Macroeconomic Theory 3 credits

An introduction to the methodology and analytical tools used by economists. Economic theory, policy and history are examined with major emphasis placed on macroeconomics.

[LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

EC 103 Microeconomic Theory 3 credits

An introduction to the methodology and analytical tools used by economists. Economic theory, policy and history are examined with major emphasis placed on microeconomics.

[LSR: SOCIAL SCIENCE/ORGANIZATIONAL STUDIES]

GRADUATE STUDIES

HISTORY

From 1926 to 1959, a variety of Master's level programs were offered including a Master of Education degree; Master's of Arts degrees in English, French, History, Latin and Sociology; and Master's of Science degrees in Biology, Chemistry, and Mathematics. These early programs were offered only in the summer and generally were directed to training religious and other teachers serving in Catholic schools.

By the mid-1960's, most of these early programs were phased out. However, the graduate programs in Education were continued, and the 1960's saw the initiation of the graduate program in Theology (1962) and the graduate program in Teaching English as a Second Language (1963).

In 1979, the graduate program in Administration and Management was added to Saint Michael's graduate offerings. During this time, graduate courses were also offered on a year-round basis in order to meet the needs and interests of the growing numbers of students who wished to pursue advanced studies at the College. In addition, a number of educational options such as certificate programs, summer institutes and special workshops were developed to broaden opportunities for specialized study. In the 1970's, the graduate program in Counseling was developed and in 1983 evolved into the graduate program in Clinical Psychology.

At present, almost 750 students are enrolled on a part- or full-time basis in five continuing graduate programs. In general, Saint Michael's graduate programs focus on the development of practical as well as theoretical skills and the preparation of professionals whose interests lie in community, educational, or public service.

CONTINUING TRADITIONS

The Graduate programs at Saint Michael's exemplify the Saint Michael's College tradition of quality education that prepares students to contribute to both a chosen field of study and the social community. Saint Michael's programs respond to educational needs in Vermont, nationally and internationally by providing practitioner-oriented programs in a variety of fields. In these professional fields of study, students are expected to achieve a level of competence and scholarship that will mark them as leaders. Saint Michael's graduate programs provide opportunities for lifelong learning, giving students and faculty the chance to share a process of educational and social growth meant to enrich both professional and personal experiences, and the academic environment. It is hoped that Saint Michael's graduate students, faculty and staff will also strive to reflect the moral values of the College in all aspects of their professional and personal lives, not only on the campus and in the work-place, but in church and service affiliations, in political participation, in family and neighborhood interactions, and in contacts with people from different countries and cultures.

ADMISSION TO GRADUATE STUDY

Saint Michael's College seeks graduate students who possess qualities of intellect and character that will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, color, creed, sex, age, religion, sexual orientation, and national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely by reason of his/her handicap.

All persons applying for graduate study, including advanced certificate programs, must complete the entire admissions process. An admissions packet containing all the necessary instructions and forms is available upon request from The Prevel School Office or from the respective graduate program.

The decision to admit a student to graduate study is made by program directors in consultation with the Vice-President for Academic Affairs. All persons seeking admission to graduate study should confer with the program director or faculty advisor before a final admissions decision is made.

Application Procedures

Please see individual departments for application procedures.

Admission Procedures for International Students

International students are invited to apply for admission to graduate study with Saint Michael's College. In addition to all admissions procedures and requirements described previously and listed under the program areas, international students must also submit:

1. A statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College.
2. Applicants for whom English is not a native language may be required to submit an official copy of the test results of the Test of English as a Foreign Language (TOEFL). See appropriate program for minimum TOEFL requirements.
3. Students who are not citizens of the United States must enter the United States on a Student Visa (F-1). In order to obtain a Student Visa, student must have an I-20 form issued by Saint Michael's College.

Student Status

Students are classified in one of the categories listed below.

1. An *auditor* is a student who receives no credit, but must complete the normal admission and registration procedures. Fees are reduced

- for auditors. (May include degree and nondegree students)
- 2. An *unclassified student* or non-degree student is one who is registered for credit, but is not formally admitted to a degree program. (May include degree and non-degree students)
 - 3. A *special student* is tentatively admitted to a degree program but still fulfilling early course or area requirements and not yet admitted as a full candidate.
 - 4. A *degree student* is no longer an unclassified student but has been formally admitted to a program of study through the application process.
 - 5. A *certificate student* is admitted on either a pre-degree or post-degree level. Information on the certificate programs is available in the program area descriptions.

GRADUATE GRADING SYSTEM

In the graduate programs, grades are reported and recorded by letters that have numerical equivalents and the following grade point values:

Grade/ Grade Equivalent	Numerical Equivalent	Qualitative Equivalent	Qualitative Point
A	96-100	Above aver. grad.-level work	4.0
A-	90-95	Above aver. grad.-level work	3.7
B+	85-89	Above aver. grad.-level work	3.3
B	80-84	Average grad.-level work	3.0
B-	75-79	Average grad.-level work	2.7
C	70-74	Below aver. grad.-level work	2.0
F	0-69	Failure	0.0
WD		Withdrew	0.0

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based upon course-work at Saint Michael's College.

A "B" or 3.0 average must be maintained to continue work in a graduate program at Saint Michael's College and to receive a Master's degree or certificate. Students whose grade point average falls below 3.0 will be subject to review by the Graduate Academic Review Board. The Review Board will determine whether or not the student will be allowed to continue in the program.

Only two (2) "C" grades are allowed.

Incomplete Grades

A grade of "I" (Incomplete) is assigned only in the case of a student who, for illness or circumstances beyond his/her control, has missed a final examination or major assignment. A student must gain approval from the program director and course instructor. If an "I" grade is not made up within six weeks of the beginning of the semester following the assignment of the notation (not counting summer

session) an “F” grade is assigned.

A grade of “XT” (Extended for Thesis Work) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue in the following semester. To receive this temporary grade the student must submit to the Registrar’s Office a form, signed by the instructor, requesting the grade for the following semester. In addition to the semester following enrollment in the course, the student and the instructor may request that the “XT” be continued for one more semester, after which, if the thesis is not completed, a grade of “F” is assigned. The student will be charged the equivalent of one credit for each semester the “XT” grade is carried.

Audit

A student may audit a course with the approval of the instructor and program director. The student receives no credit or grade and does not complete assignments or take examinations. The student may not claim credit at a later date. The charges for auditing are listed in the course schedule with tuition fees.

Academic Disqualification

Graduate students will be academically disqualified and not permitted to continue their graduate studies if a third “C” or an “F” is earned.

TRANSFER OF CREDIT

Students may request the transfer of credits for graduate study completed at another accredited institution. With the approval of the program director, a maximum of six (6) graduate credits may be accepted.

The only course credits considered for transfer will be those that are applicable to the student’s program in which a grade of “B” or better was attained and which were completed within five (5) years of the application for transfer. Credits that have been applied to complete a degree are not transferable. Transfer credits will be recorded only after completion of at least twelve (12) credits, or upon the granting of Candidacy. Students will be charged \$5.00 per credit for requested transfer credits.

MODIFICATION OR WAIVER OF REQUIREMENTS

Students who wish waiver or modification of a course or academic requirement must gain the approval of the program director. Waiving a course does not grant credit, but means that the student does not have to enroll in the course and may substitute an elective course if needed. Students should review individual program requirements and policies.

SPECIAL ARRANGEMENTS

The courses Independent Study, Directed Readings, Practicum, Internship, or Tutorial are special areas of graduate study, and the purposes and requirements of each vary from program to program. Students must meet with the appropriate program director for planning and approval before registering for one of the above special arrangements.

TIME LIMIT

There is a seven (7) year Statute of Limitations requirement. The student must complete the Master's degree program within seven (7) years from the start of the first semester of course work. Certificate programs may have different requirements, and students should consult individual program information. Only under special circumstances may students petition for an extension.

CONTINUOUS ENROLLMENT

Part-time graduate studies are encouraged at Saint Michael's College. Nevertheless, once admitted into a degree or certificate program, it is important that the student show regular and continuous progress toward the degree (or certificate). In general, this is taken to mean not less than six (6) graduate credits in a given academic year, fall/spring/summer, though individual programs may have their own criteria.

Students who do not enroll continuously should meet with the program director prior to subsequent enrollments to determine if changes in the program have occurred. Students who do not enroll continuously may be subject to new program requirements and a review of course recency and transfer credit.

COMPLETION OF A DEGREE PROGRAM

A student is eligible to graduate upon completion of all degree requirements (refer to individual program areas) and with an overall 3.0 grade point average.

Students may graduate at any one of four times during the year: May, June, August or December. Graduation ceremonies are held once each year in May. Students who complete degree requirements in June, August or December are invited to participate in ceremonies the following May. Upon completion of all degree requirements, students are sent an unofficial copy of their transcript. This normally is sent within one month after the semester ends. Diplomas are usually available within eight to twelve weeks after the end of the semester.

At the beginning of the academic year in which a candidate plans to complete a Graduate Master's degree program, he/she should:

1. Meet with the program director to review course-work and student file to date, and to review requirements remaining for completion of the degree; and
2. Submit an "Intent to Graduate" form to the Registrar's Office, indicating intended graduation date.

GRADUATE FINANCIAL AID

Saint Michael's College gives all students an equal opportunity for financial aid, regardless of race, color, religion, age, sex, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of continuing an education rests with the students, it also realizes that under present economic conditions there are students who do not

have available means.

Financial Aid consisting of grants, loans, and work at Saint Michael's College is offered on the basis of financial need. Some of the factors that are taken into consideration in determining the student's financial strength are: income, assets, number of dependents, other educational expenses, debt, retirement needs and unusual circumstances.

All aid recipients must apply for financial aid each year. As student circumstances and/or availability of funding change, so may the amount of distribution of financial aid.

There are three types of graduate financial aid at Saint Michael's:

- (1) Grants - funds which do not have to be repaid;
- (2) Loans - money borrowed which must be repaid, at a lower interest rate;
- (3) Workstudy - funds which the student earns.

In order to receive/retain college grants and federal loans, and workstudy, the graduate recipient must have at least a "B" average or its equivalent, or academic requirements consistent with the requirements for graduation, as determined by Saint Michael's College.

GRANTS

Saint Michael's College Graduate Grants

Offered to students who are in good academic standing and have financial need as determined by the financial aid administrator. Amounts vary depending on need. Graduate Financial Aid Applications are available in the Financial Aid Office, Klein Building. Students must also submit a signed copy of their Federal Income Tax Return to the Financial Aid Office and complete a Free Application for Federal Student Aid (FAFSA).

Graduate Assistantships

Graduate assistantships provide a limited stipend for service to an academic or administrative department. Typically, an assistant's responsibility may include carrying out research for a professor or administrator, editing, assisting in instruction or administrative duties, producing written reports or documents, or carrying out other appropriate duties as assigned by a professor or administrator. Normally, a graduate assistantship will consist on the average of fifteen to twenty hours of work per week. Tuition reimbursement is normally provided to the recipient for up to 9 credits of course-work each semester.

An applicant for a graduate assistantship must meet all admission requirements for the graduate program one plans to pursue. Additionally, assistants should present exemplary personal and professional records. For some assistantships, evidence of special skills may be required. To apply for a graduate assistantship, persons should:

- a. Submit all materials for admission to graduate program.

- b. Submit letter of application for the Assistantship to Program Director.
- c. Interview with personnel of the program in which the assistantship is proposed.

LOANS

Federal Perkins Loan Program

The Perkins Loan is an important financial aid resource available to graduate students based on financial need. The federal government pays the interest while the student is enrolled at least half- time. Repayment begins nine months after graduation or when a student ceases to be enrolled at least half-time. The Perkins Loan bears interest at five percent per year on the unpaid balance. Eligibility for the Perkins Loan is determined by the aid administrator.

Federal Stafford Loan Program (subsidized)

A Stafford Loan is a low interest loan made to a student borrower by a bank or credit union. The interest rate varies between six and ten percent. Loans for new Stafford borrowers with academic periods beginning on or after July 1, 1988 will be subject to different interest rates. Graduate students may borrow up to a maximum of \$8,500 per year depending on financial need as determined by the Financial Aid Administrator. Students applying for the loan must file a Free Application for Federal Student Aid (FAFSA), which is available in the Financial Aid Office, to establish eligibility for the loan. Students must also submit to the Financial Aid Office a signed copy of their Federal Income Tax Return. In some cases, the amount of a student's need may limit the size of the loan. Interest is paid by the federal government while the student is attending college full-time (half- time if you are a new borrower) and the principal is deferred while the student remains in school. Students should contact their lender or state higher education agency for applications and deferment information.

Federal Stafford Loan Program (unsubsidized)

The Higher Education Amendments of 1992 established an unsubsidized Federal Stafford Loan Program that takes effect for periods of enrollment beginning on or after October 1, 1992.

The terms and conditions of the unsubsidized Federal Stafford Loan are similar to those of the subsidized Federal Stafford Loan (see the Vermont Stafford Loan Application and Promissory Note) with one major difference: an unsubsidized Federal Stafford Loan does not qualify for Federal interest subsidy. You are responsible for the payment of all interest that accrues on the loan from the date of disbursement. Payment of principal is not required during your in-school, grace or authorized deferment periods.

NOTE - Most federal, state, and college aid for post-secondary education is available primarily to undergraduate students. Graduate students often need to look outside of traditional sources to foundations, special grants, employer education funds, etc. to find financial assistance.

College Workstudy Program

The College Workstudy Program is sponsored by the federal government and is administered by Saint Michael's College. The program provides part-time employment, on campus, for students who are eligible to participate. Students offered workstudy will receive a bi-weekly paycheck based on the number of hours worked.

Publications

The following publications are available at many libraries. We recommend that you take the time to look into them:

Financial Aids for Higher Education. Oreon Keeslar, Editor. William C. Brown Company, Publishers, Dubuque, Iowa.

Need A Lift? Published by The American Legion Education and Scholarship Program, Americanism and Children & Youth Division, Indianapolis, Indiana 46206.

Chronicle Student Aid Manual. Published by Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Don't Miss Out — The Ambitious Student's Guide to Scholarships & Loans. Robert Leider, Octameron Associates, P.O. Box 3937, Alexandria, Virginia 22302.

A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for U.S. Citizens. National Science Foundation, Publications, Room 234, 1800 G Street N.W., Washington, DC 20550.

Paying For Your Education: A Guide for Adult Learners. College Board Publication Orders, Department C-88, Box 3815, Princeton, New Jersey 08541.

Directory of Financial Aids for Women. Gail Ann Schlachter. 1978. Available from Reference Service Press, 9023 Alcott Street, Suite 201, Los Angeles, California 90036.

Women and Fellowships. Judith Nies. 1979. Available from Women's Equity Action League, 805 15th Street, N.W., Suite 822, Washington, DC 20005.

Also: *The College Blue Book: Scholarships, Fellowships and Grants.*

Graduate and Professional School Opportunities for Minority Students.

The Foundation Directory.

The Grant Register.

Handbook of Aid to Higher Education by Corporations, Major Foundations, and the Federal Government.

ADMINISTRATION AND MANAGEMENT

HISTORY AND PHILOSOPHY

Graduate Programs in Administration and Management at Saint Michael's College include a 37- to 43-credit Master of Science in Administration degree (M.S.A.) and an 18-credit post-Master's Certificate of Advanced Management Study (C.A.M.S.). The M.S.A. degree was established in 1979 and currently enrolls approximately 225 students from a variety of backgrounds in private, public, and nonprofit organizations. The C.A.M.S. was established in 1985 and is enjoying popularity with students interested in pursuing their education beyond the Master's degree, although not necessarily in a doctoral program.

Both programs are unique in their blend of traditional approaches that characterize M.B.A. or M.P.A. degrees. The programs enable students to bring together fundamental concerns of both business management and public administration. The integration of the social and management sciences exposes the student to the complex issues of administration and management in the nonprofit, public, and private sectors.

The curriculum is theory-based but course work is complemented by the student's ongoing work experience, upon which many class projects are based. The student body is diverse, and most students have considerable full-time work experience. This encourages a practical orientation throughout much of the program. Faculty are drawn from various disciplines and work settings. Designed specifically for working professionals, classes are scheduled on evenings and weekends or in intensive summer sessions.

OBJECTIVES

The Saint Michael's Graduate Studies in Administration (G.S.A.) seeks to fulfill the mission of the College through a concentrated study of the nature, function, societal and ethical role of organizations. The program emphasizes that administration is both an art and a science. Administrators and managers need a multitude of skills and abilities to be effective. It is the goal of the G.S.A. to prepare students to make sound decisions in business, government, and other service organizations influenced by diverse attitudes, values, philosophies, and environments.

G.S.A. students are provided an opportunity to develop necessary administrative and management skills through course work and through the activities and assignments in the courses. In the context of class assignments, the students should demonstrate an ability to:

- Research, write, present, and defend reports on issues in administration and management;
- Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
- Show proficient application of information technology;

- Examine the theory and application of various models to support management decision making;
- Analyze the structure, leadership style, group processes and power relationships of given organizations;
- Select and apply appropriate and workable management techniques to cases or current situations;
- Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
- Synthesize the theories and applications learned throughout the student's experiences in a comprehensive evaluation of a current situation;
- Use effective interpersonal communication skills;
- Consider ethical issues in their cultural context; and
- Understand and appreciate diversity.

MASTER OF SCIENCE IN ADMINISTRATION (M.S.A)

M.S.A. ADMISSION PROCEDURE AND REQUIREMENTS

Students must submit the following for admission into the M.S.A. program:

1. A G.S.A. Admissions Application;
2. An official bachelor's degree transcript from an accredited institution, normally with a minimum B- (2.8) G.P.A. This should be sent directly to The Prevel School Office;
3. An indication of full-time relevant work experience: usually at least three years;
4. Two letters of recommendation indicating evidence of academic and/or professional competence. Submit the two names for reference with your application, and The Prevel School Office will send out reference forms;
5. A résumé;
6. A single page essay describing your educational and career background and reasons for acquiring an M.S.A. The essay should also include four to seven personal, specific goals which will be achieved as a result of matriculation in the program;
7. A TOEFL score of 550 or higher for all applicants whose native language is not English; and
8. An application fee.

M.S.A. DEGREE REQUIREMENTS

The M.S.A. program requires the successful completion of a minimum of 37 credits or a maximum of 43 credits of course work with a grade point average of 3.0 or higher. It is the student's responsibility to meet all of the degree requirements and follow the policies governing the M.S.A. Program. The degree is granted upon the student successfully completing the following degree requirements:

1. **Qualifying Courses**

Students must take or have previously taken the following five courses at an accredited graduate or undergraduate institution or successfully complete an assessment in the following five courses:

GSA 491	Applying the Behavioral Sciences to Management
GSA 492	Application of Economic Theory
GSA 494	Accounting for Managers
GSA 495	Marketing Management
GSA 496	Business Quantitative Tools and Statistics

The qualifying course requirements of Economics, Accounting, Management and Marketing may be waived by applying for Advanced Standing in any of these four courses in recognition of previous graduate or undergraduate course work completed with a passing grade not older than five years. Advanced Standing may also be granted if a student demonstrates competency by successfully completing a relevant CLEP Subject Examination. Only College-Level Examination Program (CLEP) scores at or above the sixtieth percentile, not older than five years, may be used for Advanced Standing. Business Quantitative Tools and Statistics may be taken or waived based upon successful completion of a skills assessment. (See further information on this under #4 Candidacy Requirements section.)

The qualifying courses should be taken as beginning courses in the M.S.A. Students who waive two (2), three (3), four (4), or five (5) qualifying courses must still complete 37 credits to graduate, but may take the credits in elective courses. If a student waives one qualifying course, that student's degree requirements are for 40 credits; and if no qualifying courses are waived, 43 credits are required for the M.S.A.

2. **Core Courses** - Students must complete the following 13 credits:

GSA 511	Managerial Presentations (2cr.)
GSA 513	Financial Management I
GSA 515	Effective Written Communication (2cr.)
GSA 595	Leadership Seminar I
GSA 596	Leadership Seminar II

GSA 511 Managerial Presentations and GSA 515 Effective Written Communication should be taken near the beginning of the M.S.A. program. GSA 595 and GSA 596 Leadership Seminar I & II are designed to be taken as capstone courses at the end of the M.S.A.

3. **Elective Courses**

Students must complete a minimum of five (5) 3 credit electives, or as many courses as necessary to complete the degree requirements of 37 to 43 credits. It is recommended, but not required, that nine (9) credits be taken in one of the areas of specialization toward the M.S.A., with an additional six (6) credits taken outside the selected area of specialization. Current areas of specialization include: Organizational Behavior/Management, Planning & Control, Human Resource Management, Marketing, Health Administration, and Nonprofit Management. Elective courses by area of specialization are:

Organizational Behavior/Management

GSA 520	Topics in Organizational Behavior
GSA 521	Change and Innovation in Organizations
GSA 522	Power and Politics in Organizations
GSA 523	Interpersonal Communications
GSA 525	Future Shock: Management in the 21st Century
GSA 526	Entrepreneurship and Innovation
GSA 527	Legal Issues in Administration
GSA 528	Executive Decision Making
GSA 529	Managing Conflict in Organizations
GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 545	Management and Ethics
GSA 546	Comparative Management and International Business
GSA 547	The New Business Paradigm
GSA 549	The Learning Organization
GSA 597	Organizational Policy
GSA 598	Thesis Seminar
GSA 635	Women in Leadership (1cr.)
GSA 641	Team Development (1cr.)

Planning and Control

GSA 532	Computers for Managers: The Information Toolbox
GSA 533	Strategic Management
GSA 534	Financial Management II
GSA 535	Production and Operations Management
GSA 536	Investment Analysis and Portfolio Management
GSA 537	Planning and Control Systems
GSA 538	Systems Thinking: A Management Perspective
GSA 540	Total Quality Management
GSA 549	The Learning Organization
GSA 603	Data Communications and Computer Networks (1cr.)
GSA 617	Preparing a Small Business Plan (1cr.)

Human Resource Management

GSA 527	Legal Issues in Administration
GSA 551	Human Resource Management
GSA 552	Labor Management Relations
GSA 554	Professional Effectiveness
GSA 556	Benefits
GSA 633	Multiculturalism in the Workplace (1cr.)
GSA 650	Conflict Resolution (1cr.)

Marketing

GSA 561	International Marketing
GSA 562	Sales and Sales Management

GSA 563	Sales Promotion and Advertising
GSA 564	New Product Development

Health Administration

GSA 540	Total Quality Management
GSA 570	Health Policy: Issues and Trends
GSA 571	Ethical Issues in Health Care Management
GSA 572	Health Administration

Nonprofit Management

GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 551	Human Resource Management
GSA 605	The Nonprofit Organization (1cr.)
GSA 606	Volunteer Management (1cr.)
GSA 607	Issues in Nonprofit Management Seminar (1cr.)
GSA 609	Financial Management Issues for Nonprofits (1cr.)
GSA 626	Marketing for Nonprofit Organizations (1cr.)
GSA 628	Strategic Planning for Nonprofits (1cr.)
GSA 629	Public Policy and the Nonprofit Sector (1cr.)
GSA 640	The Nonprofit Board (1cr.)
GSA 641	Team Development (1cr.)
GSA 681	Resource Planning and Grant Writing (1cr.)

Often new electives are offered under GSA 591 Special Topics. Some electives are offered every other year depending on enrollments. You may check with the Director or Assistant Director about the specific schedule.

Up to six (6) transfer credits from another accredited graduate institution with a “B” grade or better and not older than five (5) years old may be used as elective credits. Students may take up to six (6) elective credits in the Saint Michael’s College Masters’ programs in Education, Clinical Psychology, Teaching English as a Second Language, or Theology. See the course descriptions and prerequisites for the courses in each program. A total of three (3) 1-credit electives (600 course number series) may be taken to equal one (1) 3-credit course. Unless a student chooses the Nonprofit Management area of specialization, no more than three (3) 1-credit electives may be taken for the degree.

4. Candidacy Requirements

In order to develop students to their fullest potential in an academic setting and in their work and community organizations, students must show proficiency in writing and quantitative skills to achieve candidacy. After admission to the M.S.A. program but prior to the completion of twelve (12) credits, students must complete the candidacy requirements and apply for candidacy. The Candidacy requirements include the following:

- a. Students may show proficiency in writing by satisfactorily completing:

- GSA 515 Effective Written Communication (2cr.); or
 - a skills assessment in writing; and/or
 - the non-credit writing workshop offered by Saint Michael's College; or
 - a writing course at another accredited institution with prior approval by the program Director.
- b. Students may show proficiency in quantitative skills by satisfactorily completing:
- a skills assessment in Business Quantitative Tools and Statistics; or
 - GSA 496 Business Quantitative Tools and Statistics
- The skills assessments will be offered once each fall and spring semester. These should be scheduled with the program Director or The Prevel School.
- c. Students must submit personal goals from Section A of the Portfolio Requirement.

5. Portfolio Requirement

Each student must prepare a portfolio to indicate how the student achieved their personal learning goals while acquiring the degree and the program's objectives. Students should begin the portfolio at the start of their program and must have it completed and approved prior to graduation. Portfolio development workshops are held annually. Students are encouraged to attend a workshop early in the program.

Portfolio Development: The purpose of the portfolio is to provide students an opportunity to present a record of accomplishment of personal and program goals. The following are sections that must be included in the completed portfolio:

- a. In this section, personal goals should be articulated followed by statements of how these goals were achieved. Evidence of achievement includes courses taken and application of theories to the work setting. These statements should be both descriptive and reflective. Papers, reports, video presentations and case analyses should be included in appendices.
- b. Evidence demonstrating the achievement of the goals of the M.S.A. should be presented in this section. Students should demonstrate an ability to:
 - Research, write, present, and defend reports on issues in administration and management;
 - Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
 - Show proficient application of information technology;
 - Examine the theory and application of various models to support management decision making;
 - Analyze the structure, leadership style, group processes and power relationships of given organizations;
 - Select and apply appropriate and workable management techniques to cases or current situations;
 - Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
 - Synthesize the theories and applications learned throughout the student's

- experiences in a comprehensive evaluation of a current situation;
 - Use effective interpersonal communication skills;
 - Consider ethical issues in their cultural context; and
 - Understand and appreciate diversity.
- c. In this section, the student presents a field research comprehensive paper on a topic elected by the student and approved by the faculty. The paper will be 20-25 pages in length and demonstrate research skills, writing ability and computer competence.
- d. The student will present in this section, a team case selected by the faculty which must be individually written, but mutually presented. It must integrate the fields of business and include evidence of the ability to apply decision-making techniques and models. Evidence of computer usage must be demonstrated. Computer usage requires demonstration of spreadsheet, word processing, and data base use.
- e. It is in this section that the student will present a self assessment of leadership style based upon instruments, feedback from Leadership Seminar instructors, and work experience. A critical analysis of individual strengths and areas in need of improvement must be included.
- f. In this section, the student should present a summary statement of the knowledge and skills gained as a result of matriculation in the M.S.A.

Portfolio Process:

- a. Students must submit personal goals from Section A with the Candidacy form within the first 12 credits.
- b. Students must submit a preliminary portfolio of sections A and B after 21 credits.
- c. In the final semester, the portfolio must be submitted for final review an examination before a faculty committee.

M.S.A. GRADUATION REQUIREMENTS

Graduation is contingent upon successful completion of all degree requirements. A student must file an "Intent to Graduate Form," at the beginning of the semester in which the student anticipates completing all degree requirements. The form should be approved by the Director and sent directly to the Registrar's office by September 30 for December graduation, by February 1 for May graduation, and by the first Friday in July for August graduation. A diploma fee is paid when an Intent to Graduate Form is filed.

CERTIFICATE OF ADVANCED MANAGEMENT STUDY (C.A.M.S.)

This program is designed for working professionals who have completed their Master's degree and are interested in further developing knowledge and skill areas in management and administration in private, public, and nonprofit administration.

The C.A.M.S. allows the individual the opportunity to follow a self-designed

program of study and requires the successful completion of eighteen (18) credit hours or six (6) 3-credit courses in the fields of Management and Administration, drawing upon graduate-level courses offered as part of the Graduate Studies Master of Science in Administration program. The program enjoys a practical and applied orientation led by an experienced interdisciplinary faculty team.

Individuals who have Master's degrees in the fields of Administration and Management (M.S.A.), Business Administration (M.B.A.), Public Administration (M.P.A.), Economics (M.A. or M.S.), Computer Science (M.S.), Education Administration (M.Ed.) or other related areas are invited to apply for admission to the C.A.M.S.

C.A.M.S. ADMISSION REQUIREMENTS

Students must submit the following for admission into the C.A.M.S.:

1. A G.S.A. Admissions Application;
2. An official Master's degree transcript from an accredited graduate degree program with a minimum 3.0 G.P.A. This should be sent directly to The Prevel School Office;
3. A one-page essay describing your educational background, personal and career goals, and reasons for applying to the C.A.M.S. program;
4. Two letters of recommendation providing evidence of professional and academic competence (recommendations are not necessary for Saint Michael's M.S.A. graduates). Submit the two names for reference with your application and The Prevel School Office will send out the reference forms;
5. TOEFL score of 550 or higher for all applicants whose native language is not English; and
6. An application fee.

The C.A.M.S. Admissions packet may be requested through The Prevel School Office. It is recommended that the student meet with the Director to discuss the proposed C.A.M.S. course of study.

C.A.M.S. ADMISSION PROCEDURE

1. **Application** - A G.S.A. Admissions Application should be completed and forwarded to the attention of The Prevel School Office with supporting documents (including names and addresses of two individuals whom the student believes will be willing to recommend him/her to the program).
2. **Transfer of Credit** - If an applicant has successfully completed graduate course work beyond the Master's at another institution (but the degree was not conferred), a student may request that up to six (6) credit hours be transferred toward the C.A.M.S. program. A "Transfer of Credit Form" must be completed and submitted with the application.
3. **Individual Program of Study Form** - The student should complete an "Individual Program of Study Form," preferably with input from the Director. Students cannot register for courses in this program until an individual

program of study has been approved.

Upon completion of the required eighteen (18) credits in the C.A.M.S., students will receive a certificate of completion from The Prevel School.

SPECIAL NOTES

Advising - The program Director and Assistant Director serve as academic advisor for all M.S.A. and C.A.M.S. students. Students are encouraged to seek advice or assistance with questions or concerns. The Directors work with each student in planning individual programs of study upon admission and then candidacy. Students are encouraged to plan a course of study with the Directors beginning with the first course.

Student Advisory Board - Students are encouraged to participate in the program through the Student Advisory Board. The Board has been active in suggesting curriculum updates, admissions revisions and student resource needs. If a student is interested in participating, the Director should be contacted for further information.

NONPROFIT MANAGEMENT SERIES

The Saint Michael's College G.S.A. offers a post-bachelor Nonprofit Management Series designed to meet the educational needs of nonprofit professionals who want a wider range of experience in management. To complete the series, students are required to complete a minimum of nine (9) credits within the Nonprofit Management courses, which are listed under the areas of specialization in this catalogue. At least six (6) of these nine (9) credits must be 1-credit Nonprofit Management courses. These courses may be audited or taken for graduate credit. The Nonprofit Management courses may also serve as an area of specialization for students admitted to the M.S.A. degree program. When registering for the last course in the series, a student should notify the GSA program staff. Then, upon completion of the required nine (9) credits in the Nonprofit Management series, students will receive documentation of completion from The Prevel School.

INFORMATION TECHNOLOGY CERTIFICATE

The Certificate in Information Technology (18 credits) is designed for professionals in public, private, and non-profit organizations who strive to increase their knowledge and skills in information technology. This Certificate offers an opportunity for participants who want a program that will help them apply information technology to their fields.

Participants take six required credits and twelve elective credits. Courses may be taken singly or applied as part of the Information Technology Certificate. In addition, the participant may apply most of these credits towards the Graduate Programs in Education or Administration and Management. For more information on the Information Technology Certificate, please refer to the Graduate Programs in Education section of this catalogue.

Special Note: Participation in the Nonprofit Management Series or Information Technology Certificate does not constitute admission to a graduate degree program at Saint Michael's College. Applicants who wish to follow a degree program at the College must make application to The Prevel School.

COURSE DESCRIPTIONS: ADMINISTRATION AND MANAGEMENT

(Although the semester the course is offered is noted, this is subject to change.)

Qualifying Courses

GSA 491 Applying the Behavioral Sciences to Management 3 credits

The focus of this course is at the micro level in organizations: issues concerning individuals, interpersonal relations and groups. The primary method of learning is experiential in which we attempt to create conditions for understanding concepts through direct classroom experience and through readings and discussions. This course seeks to foster an understanding of the basic social processes and theories of management and organizational behavior and to promote a self-awareness of the student/manager as a participant in these processes. Previously Management/Organizational Behavior. (Fall)

GSA 492 Application of Economic Theory 3 credits

This course is designed to increase one's economic literacy through a study of national and international economic institutions and principles. The role of the private, public and not-for-profit sector in producing the nation's output in a rapidly changing global economy is examined. Students will further acquire skills in the use of economist's "tools," "analytical techniques," and how to interpret the myriad of economic indicators designed to measure economic well-being. The ultimate goal being to enable individuals, and the organizations in which they work and learn, to further enhance the value adding process. Previously Introductory Economic Theory. (Summer)

GSA 494 Accounting for Managers 3 credits

This course provides a basic understanding of financial and managerial concepts for users of accounting information. Case studies are the basis for understanding what accounting information is, what it means, and how it is used in the management of organizations. The cases will lead students through basic financial statements and financial analyses, and provide the basis for class discussions regarding the use of accounting data for evaluation, planning, and control. Previously Financial Accounting. (Fall)

GSA 495 Marketing Management 3 credits

This course will focus on specific issues confronting marketing managers. These issues center on the various strategic decisions that must be made to achieve an organization's marketing objectives. Among the areas from which these issues will be drawn are the marketing mix, the overall marketing environment and ethical issues in marketing. (Spring)

GSA 496 Business Quantitative Tools and Statistics 3 credits

This course is designed as an introduction to the information in business quantitative tools and how managers use them. The information gained will help students in subsequent courses. Some topics included are averages, standard deviation, sampling techniques, linear regression, probability, and managerial forecasting techniques.

Note: Based on the results of an assessment given on the first night of class, individual students may be required to attend an additional non-credit math skills workshop.

Prerequisite: College Algebra (Fall/Spring)

Core Courses

GSA 511 Managerial Presentations 2 credits

Effective managerial communication is communication that gets the desired results.

This course is designed to enhance these managerial communication skills by learning ways to be more effective in oral expression. Students will learn ways to get results through the development of a communication strategy, an audience analysis, and a credibility check. Participants will demonstrate skill in making oral presentations. Presentations will be taped and critiqued. Previously Managerial Communications. (Spring)

GSA 513 Financial Management I 3 credits

This course introduces the beginning student of finance to the basic principles and practices of financial management. The emphasis is on application and theory. Five major areas will be covered: fundamental concepts, financial statements and forecasting, capital budgeting, long-term financing decisions, and working capital. Special situations in finance, i.e., mergers, bankruptcy, international finance, leasing, and small business finance, will be accessible to students in the assigned text, but will not be covered in this basic course. *Prerequisite: GSA 494 Accounting for Managers or Financial Accounting or equivalent.* (Spring)

GSA 515 Effective Written Communication 2 credits

This course teaches students to communicate effectively in writing. Students learn how using the writing process-goal setting, planning, organizing, writing, revising, editing, and finishing-clearly communicates their message and obtains the desired results. Students practice by writing a variety of technical papers. They also gain an understanding of their audience, topic sentences, sentence structure, connotation, and writing without gender bias. Note: Based on the results of an assessment given on the first night of class, individual students may be required to attend a non-credit writing workshop. Previously Technical Writing. (Fall/Spring)

GSA 595 Leadership Seminar I 3 credits

This is part one of a two-part capstone course where students can synthesize and apply knowledge from a variety of MSA course offerings. The focus of the course is on the group during the first semester and on the individual during the second semester. Leadership style and abilities will be assessed through a variety

of inventories and through such activities as simulations, team projects, cases, lectures, and discussion. Leadership is examined from both a theoretical and personal perspective. *Prerequisite: All course work in GSA must be done or permission of Director* (Fall)

GSA 596 Leadership Seminar II 3 credits

Continuation of GSA 595. During the Spring semester the focus is on the individual.

Prerequisite: GSA 595 Leadership Seminar I (Spring)

NOTE: Qualifying and Core courses are usually offered each year in the designated semester; however, electives may be offered in every-other-year sequencing.

Elective Courses

(Please refer to M.S.A. Degree Requirements #3 for a listing of electives by Area of Specialization)

GSA 520 Topics in Organizational Behavior 3 credits

This course will introduce students to the study of human behavior, attitudes and performance within an organizational setting. Students will learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration will be followed by application exercises. Previously GSA 512.

GSA 521 Change and Innovation in Organizations 3 credits

Change and Innovation prepares students to be internal and/or external change agents in organizations. Organizations can no longer be static, but must constantly adapt to new environments and customer needs. Organizational members must learn to create and manage change. Students will learn how to identify the changing environmental needs, identify the key players for organizational change, and how to plan, implement, and manage organizational change.

GSA 522 Power and Politics in Organizations 3 credits

This course will review methods on how to exercise the power and influence needed to get things done through others, especially when responsibility exceeds authority. Through the use of case studies and class simulations, students will begin to learn how to develop a sufficient resource of "unofficial" power to achieve goals, deal with conflict and foster creative team behavior. Finally, students will learn how to avoid naiveté and cynicism, and how to deal with power in relationships without abusing it.

GSA 523 Interpersonal Communications 3 credits

This course provides students an opportunity to examine informal and formal interpersonal communication in the work environment. Topics include effective and ineffective communication patterns, models of communication, developing listening skills, perception, and responding styles. Theoretical considerations will be complemented with practical applications utilizing role playing, simulations, and case analyses.

GSA 525 Future Shock: Management in the 21st Century 3 credits

This course will analyze the emerging trends that will impact the “private” and “not-for-profit” sectors in the future. Through readings, lectures, and simulations, students will become familiar with the technology, knowledge and skills that will be required of managers to work in organizations of the future.

GSA 526 Entrepreneurship and Innovation 3 credits

We will examine the processes of opportunity assessment and resource management as well as the entrepreneurial characteristics of founders and the required skills to successfully start and manage new ventures. Business planning and technology-based entrepreneurship and innovation will receive special attention.

GSA 527 Legal Issues in Administration 3 credits

This course focuses on several areas of the law that are of interest to administrators in both the private and public sectors. Throughout the course, theoretical concepts are examined in an administrative context to enable the student to understand the processes by which law is made, interpreted and applied. A case approach is used, with attention given to rulings in agency, contract and employment law. Some other major topics include state and federal government regulation, business organizations, individual rights and products liability. Students will have an opportunity to negotiate and structure a variety of transactions and problems, including the buying and selling of a business, obtaining permits and a zoning variance for a community development project, and organizing and financing a special theatrical event.

GSA 528 Executive Decision Making 3 credits

This course is based on a series of class simulations, which provide students with the opportunity to make decisions in a variety of organizational settings. Each student will practice decision-making skills that will assist them in making critical individual, group and organizational decisions.

GSA 529 Managing Conflict in Organizations 3 credits

This course will introduce students to the study of human behavior, attitudes and performance within an organizational setting. Students will learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration will be followed by application exercises.

GSA 532 Computers for Managers: The Information Toolbox 3 credits

The information age has its tools no less than the manufacturing age before it. This class will introduce the programs most frequently used to retrieve, analyze, and display data on personal computers. The class will consist of extensive “hands-on” sessions with evaluation based on assigned and selected projects.

GSA 533 Strategic Management 3 credits

This course will review the major skills, trends and processes that public/private sector managers will need to prepare their organizations for the future. Strategic planning models, forecasting tools, environmental scanning, portfolio analysis and business modeling techniques will be reviewed.

GSA 534 Financial Management II 3 credits

This course introduces the advanced student of finance to the theory and application of decisions required of the chief financial officer. Advanced topics of study include capital structure and the cost of capital, capital budgeting, financing techniques, leverage, mergers and acquisitions. The use of case analysis, readings, and class discussion will enable the student to assume the role of the financial manager in addressing the questions and issues raised in the course. *Prerequisite: GSA 513 Financial Management I or instructor's permission.*

GSA 535 Production and Operations Management 3 credits

This course introduces the intermediate student of management to the basic principles and practices of production and operations management. The emphasis is on application and theory. Five major areas will be covered: Decision-Making, Forecasting, Work System Design, Facilities Planning and Design, Inventory Control and Quality Assurance. *Prerequisites: GSA 494 Financial Accounting or Accounting for Managers and GSA 496 Business Quantitative Tools and Statistics, or permission of instructor.*

GSA 536 Investment Analysis and Portfolio Management 3 credits

This course provides a comprehensive coverage of both the fundamental investment analysis and modern portfolio theory. The student will examine the organization and functions of securities markets, the modern development in investment theory, the valuation of debt and equity securities, and the latest work on two increasingly important investment instruments, options and financial futures. The material is intended to be rigorous and empirical, but advanced topics are presented without overly mathematical treatment. Students will undertake a portfolio project, the result of which will be submitted in written form and presented in class. *Prerequisite: GSA 513 Financial Management I or equivalent.*

GSA 537 Planning and Control Systems 3 credits

This course will examine the major administrative techniques that managers and planners use in managing organizations. The following techniques will be employed: operational analysis, program analysis, network analysis (P.E.R.T.), program budgeting (P.P.B.S.), management information systems (M.I.S.), management by objectives (M.B.O.), and others.

GSA 538 Systems Thinking: A Management Perspective 3 credits

"Systems Thinking" is one of the most important advancements in how to think and how to effectively communicate complex organizational problems. Systems Thinking focuses management's attention from dealing with symptoms to addressing the root

causes of problems. Students will have an opportunity to use system tools to identify, analyze, and resolve problems in their organizations.

GSA 540 Total Quality Management 3 credits

This course is designed to help the students understand the basic philosophy, concepts, approaches, and tools of Total Quality Management (TQM). This will be accomplished by presenting information on the three major components of TQM: Continuous Quality Improvement, Statistical Quality Control, and Strategic Quality Planning; examining how a variety of organizations have adopted TQM; and enabling the students to apply the course material by evaluating a simple process and developing recommendations for improvement.

**GSA 542 Business and Nonprofit Organizations–
A Comparative Analysis 3 credits**

This course will focus on what business can learn from nonprofits, since according to Peter Drucker, “The best management practices and most innovative methods now come from what is called the third sector.” Through a series of management simulations, students will have an opportunity to compare and contrast the similarities and differences between for-profit and nonprofit organizations.

GSA 545 Management and Ethics 3 credits

This course explores the effects of personal, corporate, and societal values on decision making in the marketplace. It assists students in the development of reasoning skills for application of ethical principles to management.

GSA 546 Comparative Management and International Business 3 credits

This course will focus on management approaches and practices in different cultural settings, with the heaviest emphasis placed on Japan and selected European countries. The goal will be to increase each student’s understanding of the global business environment and thereby enhance her/his ability to function effectively in it.

GSA 547 The New Business Paradigm 3 credits

This is a special topics seminar which will assess how emerging paradigm shifts are restructuring the way organizations are doing business. (Paradigm shift is a distinctly new way of thinking about old problems and is usually received with coolness, mockery, and hostility.) Specifically the course will analyze these paradigm shifts and assess their impact on Organizational Behavior.

GSA 549 The Learning Organization 3 credits

To ensure the survival of organizations, managers must be able to learn from their environment and create new strategies that capitalize on their knowledge. This course will review 6 disciplines (Personal Mastery, Mental Models, Shared Visions, Team Learning, Systems Thinking and Creativity) that form the foundation of the learning organization. Through a balance blend of theory and applications, students

will obtain the tools to “navigate the psychological frontiers” of the learning organization.

GSA 551 Human Resource Management 3 credits

This course is designed to cover a broad spectrum of human resource management areas: job design and analysis, human resource planning, recruitment and selection, training and development, performance appraisal, wage and salary systems, health and safety, and employee and union relations. Consideration will also be given to government regulations, legal requirements, and contemporary issues in human resource management.

GSA 552 Labor Management Relations 3 credits

This is a broad survey course. Topics include the history of the American Labor Movement, the development of labor law in the United States, and analysis of the techniques and strategies of collective bargaining both for management and labor in the private and public sectors. Cases and extensive classroom participation allow exploration of various methods of dispute settlement including mediation, arbitration, and negotiation.

GSA 554 Professional Effectiveness 3 credits

This course is designed to help participants develop personal and professional skills that will enhance their managerial effectiveness. Participants will learn to work more effectively with others by developing a better understanding of behavioral styles; learn ways to work more effectively with difficult behavior styles; learn ways to communicate more assertively; refine listening skills; assess time-management style; learn time management techniques; learn techniques for conducting effective meetings; develop an understanding of stress; identify signs and sources of stress; recognize stress overload; and learn stress-management techniques.

GSA 556 Benefits 3 credits

This course will provide the student with an overview of the increasingly complex field of employee benefits from a human resources perspective. Topics will include health, dental, disability and life insurance, retirement plans, leave policies, and flexible benefit plans. Current issues around a range of benefits and future directions will be explored.

GSA 561 International Marketing 3 credits

International Marketing will expose the student to the application of marketing techniques to the global marketplace. The course will address the changing economic, social, and political variables that a firm must deal with when it begins marketing its product or service outside the United States. The course will also focus on how the various elements of the marketing mix can be adapted in response to these variables in order to penetrate foreign markets. *Prerequisite: GSA 495 Marketing Management or equivalent.*

GSA 562 Sales and Sales Management 3 credits

This course gives the student an overview of the sales function in a marketing-oriented organization. The course will address what makes an effective sales strategy and presentation, and how the sales operation and sales people are managed within a marketing oriented organization. *Prerequisite: GSA 495 Marketing Management or equivalent.*

GSA 563 Sales Promotion and Advertising 3 credits

Advertising and Sales Promotion focuses on the management of the entire sales promotion function. The course will consist of an in- depth analysis of the uses of advertising, public relations, and non-advertising promotional techniques. The main emphasis will be on selecting the most appropriate vehicles for transmitting the firm's message, thus increasing sales. *Prerequisite: GSA 495 Marketing Management or equivalent.*

G SA 564 New Product Development 3 credits

This course focuses on the process of creating and marketing new products (or services). The course will run through the entire cycle of new product development, from identification of opportunities, design, testing and improvement, and introduction in the marketplace, to management of the product life cycle. *Prerequisite: GSA 495 Marketing Management or equivalent.*

GSA 570 Health Policy: Issues and Trends 3 credits

An application of administrative theory and practice to the health services, medical care, and public health environments including hospitals and other institutions, as well as non-institutional programs and organizations. Current health policy issues will be presented and discussed. Emphasis is given to analysis and discussion of case studies. Previously GSA 543.

GSA 571 Ethical Issues in Health Care Management 3 credits

Ethical dilemmas are unavoidable in the workplace. This course will explore a variety of management ethical issues commonly faced by people in the health care field. The course will first offer a framework for resolving difficult ethical dilemmas and challenges in the workplace. Then, through additional readings and case studies focused on the health care field, participants will be challenged to analyze dilemmas in light of their own experience and the material discussed earlier in the course.

GSA 572 Health Administration 3 credits

This course will focus on the complex job of the health administrator in the dynamic health care industry. Topics will include quality of care, risk management, planning and forecasting, utilization management, employee and laborrelations, health care marketing and management information systems.

GSA 591 Special Topics 3 credits

This course will be offered on current topics when the need arises. This enables the curriculum to adapt to changes quickly.

- GSA 597 Organizational Policy 3 credits**
 The focus of this applications-oriented seminar is the integration of the theories and skills learned at the various functional levels of an organization. The course is approached from a general management point of view and emphasizes strategy formulation and implementation in the context of the conflicting goals and inter-relationships which exist among the functional areas of marketing, finance, production and human resources. Pedagogy centers on class discussion and team work and utilizes teaching methods which can include case analyses, computer simulations and group projects; therefore, additional out-of-class time should be expected.
Prerequisite: Near completion of previous course work.
- GSA 598 Thesis 3 credits**
 The thesis is an elective choice for students who wish to do primary research on a topic of the student's choice in Administration/Management. This should be done toward the end of the G.S.A. program. Permission to enroll is granted by the Director. *Prerequisites: Completion of or near completion of all previous course work. Must have an approved hypothesis or problem statement to register.*
- GSA 603 Data Communications and Computer Networks 1 credit**
 This course will introduce managers to important terms and concepts related to general computer communications. This course will cover a broad range of topics pertaining to this field, emphasizing conceptual understanding rather than technical details. In addition to learning definitions, participants will obtain sufficient background to read communications literature, understand current trends in the technology, and realize the variety of data communications options available for their own work environment. Case studies will be utilized to examine and discuss participants' specific data communications and networking applications.
- GSA 605 The Nonprofit Organization 1 credit**
 This course will consist of an introduction and exploration of the key aspects of nonprofit management: mission and goal setting, structure, policies, funding, and planning. We will augment this course with special topics such as: the history of nonprofit trends, concerns in the '90s, staff and board relationships, meeting financial and organizational needs, and working under the pressures of the nonprofit sector. It is designed to offer novice nonprofit managers a grasp of the challenges while offering experienced professionals an opportunity to delve into some provocative issues.
- GSA 606 Volunteer Management 1 credit**
 Current trends shaping our country now and into the year 2000 will significantly affect volunteer based agencies. You will need to become more creative and open-minded as you develop the structure of your programs and the policies that govern them. This course will help you to better position your program for the 21st century. In this course we will discuss volunteer policy and procedures; identify ways to utilize volunteers and to develop a good volunteer-staff relationship; and discuss the volunteer manager as change agent.

GSA 607 Issues in Nonprofit Management Seminar 1 credit

This course will be a focused discussion group based on reading from *Managing the Nonprofit Organization: Principles and Practices* by Peter Drucker. Major issues in managing organizations will be identified and addressed through readings, discussions, and participant presentations. Students will have the opportunity to focus on specific areas of interest and explore new areas in collaboration with other participants. Other readings will be individually assigned to meet the needs of each participant.

GSA 609 Financial Management Issues for Nonprofits 1 credit

This course takes an integrated systems approach to the topic. It assumes that both internal and external needs can be met within a single financial management system. In order to accomplish this, those who provide the input to the system, and direct the output from the system must understand the basic workings of the entire system. They must also participate in the ongoing development and maintenance of the system. The goal of this course is to provide the participant with the knowledge and tools to fully participate in the development, maintenance and use of an effective accounting/financial management system within a nonprofit organization.

GSA 617 Preparing a Small Business Plan 1 credit

To achieve best results, a small business manager must understand the significance of planning in developing a small business. Planning reduces the risk of failure, permits development of growth objectives, and establishes a timetable for pulling together the major areas of responsibility in small business management including production, marketing, finance, personal, and legal requirements. This seminar will introduce the student to and require the student to go through the small business planning process.

GSA 626 Marketing for Nonprofit Organizations 1 credit

This course focuses on applying marketing concepts in a nonprofit setting. Designed for those actively involved in administration and service delivery, this course will enable students to identify and begin work on marketing challenges facing their organizations. Key topics will include: knowing customers, publics, and competition; developing marketing strategies to meet long-term goals; communications and public relations; attracting resources; and introducing marketing into the organization.

GSA 628 Strategic Planning For Nonprofits 1 credit

This course is designed for the nonprofit professional who has never participated in a long-range planning process or who is interested in a review of the process. It will be an excellent opportunity to kick a planning process off for your organization or to provide training and support to those responsible for training. This course will explain the decisions and processes that enable a nonprofit to define and grow into its ideal state. Topics will include planning and organizational conflict; establishing the nonprofit's "bottom-line"; and program strategies versus organizational strategies.

GSA 629 Public Policy and the Nonprofit Sector 1 credit

In this course students will examine the interrelationship between the nonprofit and the public sectors regarding areas such as policy, funding and regulations. The course will address the process of public policy, financing and the people who make public policy work. There will be a panel presentation by people skilled in shaping policy.

GSA 633 Multiculturalism in the Workplace 1 credit

Traditional management methods and models of organization behavior often assume an homogenous white male workforce. However, dramatic and permanent changes are occurring within American organizations. This course will explore the ideals and realities of multiculturalism in the workplace. Major areas of focus include equal opportunity laws and non-discrimination regulations, the leadership skills required to manage a diverse workplace effectively and to help employees reach full potential, and ways managers can create a work environment which capitalizes on the creativity and richness that diversity offers.

GSA 635 Women in Leadership 1 credit

People in leadership roles need to develop the same leadership skills. However, women face unique challenges based on the socialization process. This course is designed to assist participants in developing a better understanding of these challenges. We will discuss the socialization process; historical perspectives; gender stereotypes; role constraints; collusion; risk taking; competition and collaboration; empowerment. This course will assist participants in cultivating the qualities and competencies that will enhance their leadership roles within organizations.

GSA 640 The Nonprofit Board 1 credit

This course looks at the unique contribution a board makes to a nonprofit organization and what is needed to ensure its success. The class will explore the structure, composition, and functions of a Board. This course will also discuss the difference between board and staff roles. Through this course, students will determine what it takes to build a better Board.

GSA 641 Team Development 1 credit

This course is designed to help participants develop their own effectiveness as a team member/leader by developing an understanding of the components of team development. Each participant will have the opportunity to identify their own style by taking the DISC Behavior Style Inventory. They will: develop an understanding of other styles; learn ways to work more effectively with different styles; and learn ways to cover a team's blind spot; discuss ways to identify team strengths and weaknesses; identify ways to develop team commitment; increase recognition and cooperation; and manage and resolve conflicts. This course is experiential and highly interactive.

GSA 650 Conflict Resolution**1 credit**

This course will focus on conflict resolution in the workplace. Students will examine sources of conflict, communication styles, problem solving skills, opportunities that conflict presents, and responses to conflict. Students will gain an understanding of behaviors in conflict and apply a number of methods for addressing conflict including negotiation and mediation.

GSA 681 Resource Planning and Grant Writing**1 credit**

This course will include real planning, analysis and practice in the fundraising skills industry: letter writing, solicitation, grants research, and proposal planning, business fundraising techniques, and overall resource planning. Students will work on examples from his or her workplace or volunteer assignment. The concentration will be on group work, interactive exercises and critiques.

Previously: Grant Writing

GSA 686 Independent Study**1 to 3 credits****GSA 687 Directed Readings****1 to 3 credits**

These options are provided for students to undertake a study, project or readings effort in an area not covered through any existing courses in the regular curriculum.

Students may request a faculty member with whom they have taken a course to advise them during the Independent Study or Directed Readings. With the advisor, students must complete an Independent Study or Directed Readings proposal form (available at The Prevel School Office) that outlines the course purpose, objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor and submitted to the Director. The Independent Study or Directed Readings should be completed in one semester.

GSA 600 Series**1 credit**

A student may select up to three (3) 1-credit courses to replace one (1) 3-credit elective in their M.S.A. Unless a student chooses the Nonprofit Management Area of specialization, no more than three (3) 1-credit electives will be accepted as part of the degree.



CLINICAL PSYCHOLOGY

HISTORY AND PHILOSOPHY

The (M.A.) Program in Clinical Psychology at Saint Michael's is a 60-credit degree program focused on the preparation of students for entry level professional positions in the mental health services of hospitals, clinics, colleges, schools, and human service agencies. Saint Michael's goal is to promote the integration of theory, research, and practice in the field of clinical psychology. This means providing the student with the opportunity for the in-depth study and analysis of both the research tradition of academic psychology, and the theoretical and case study tradition of professional psychology. The program is eclectic in orientation and might be described as offering a broad psycho-social perspective in which the faculty offer a diversity of interest and views within the framework of the curriculum. Most heavily emphasized are the psychodynamic, humanistic, and socio-cultural perspectives.

Equal in importance to the content of the curriculum is the educational atmosphere of the program. The program strives to provide a milieu that respects the individual educational goals of the graduate student, and fosters intellectual, personal and professional growth. The faculty are committed to this goal, and to providing graduate education and training in a personal and non-bureaucratic learning environment. All clinical courses are taught by highly experienced clinical practitioners, while the full-time college faculty teach the core courses in experimental psychology, social psychology, and research.

All classes are held in the evening, thus permitting either full-or part-time study towards the Master's degree. Many students are returning to school after spending a number of years working in a variety of settings, though the M.A. in Clinical Psychology Program also welcomes recent graduates interested in pursuing a master's degree immediately after college.

Courses are offered in the fall, spring, and summer terms. However, those wishing to pursue graduate work on a full-time basis will find it necessary to begin their studies in the fall, since most of the clinical core courses are two semesters and begin in the fall term. Graduate students in clinical psychology who have a strong interest in working in the schools with children with severe emotional disturbance may wish to pursue the Klein Certificate (available through the Graduate Program in Education) in conjunction with their M.A. degree. See page 78 for a description of this program. The clinical psychology director can be consulted for the details of how this certificate can be integrated with the Master's degree in Clinical Psychology.

OBJECTIVES

- To provide students with a solid theoretical and empirical foundation in experimental psychology.
- To provide students with a theoretical, empirical, and practical foundation in clinical assessment and intervention.
- To provide students with an understanding of the social, ethical, and

professional context of clinical psychology.

- To prepare students for entry level positions in the mental health systems as professional psychologists.
- To provide students with a firm foundation for doctoral level study.

ADMISSION PROCEDURES AND REQUIREMENTS

1. A G.P.S. Admissions Application
2. Bachelor's degree with a concentration in psychology or related discipline. For those lacking a psychology concentration the following psychology courses are required:
 - a. General Psychology
 - b. Developmental Psychology (or Child Psychology)
 - c. Abnormal Psychology
 - d. Statistics or Experimental Psychology
 Physiological Psychology and Social Psychology are not required but are highly recommended.
3. Undergraduate G.P.A. of 3.0 or greater (and a 3.25 G.P.A. on any post-graduate courses taken).
4. Graduate Record Examination Aptitude test, as well as the subject test in psychology for those with psychology concentrations. GRE's may be waived for those who completed their last degree more than five years ago.
5. Autobiographical sketch and statement of goals.
6. Two personal references that can address the student's academic and professional potential.

Applications are handled on a rolling admissions basis. However, students wishing admission for the fall term are encouraged to apply at least six months prior, and certainly no later than the first of June of the year in question. After June 1, applicants may be accepted on a space-available basis.

In order to provide personalized and high quality graduate training in clinical psychology, it is necessary to keep the size of the program small. Therefore, the number of openings each year is limited, and the admissions process is competitive.

DEGREE REQUIREMENTS

1. General Psychology Core - 15 credits
2. Clinical Core - 21 credits
3. Practicum and Professional Seminar - 12 credits (see Practicum and Internship note below)
4. Research Seminar - 3 credits (Thesis is three credits in addition to Research Seminar)
5. Electives - 6 or 9 credits depending on No. 4 above

Practicum

GPS 608-609 First Year Practicum courses provide supervision, clinical training and support for students participating in their first year practicum experience. It is required of all first year, full-time students. Part-time students without prior work experience in a mental health setting must take this course prior to internship.

Internship

Internships are provided in the second year of study. Students earn three or six credits per semester (for two semesters), and work 15-20 hours per week in a clinical setting. It is taken as a three (3) credit course by students who have taken the First Year Practicum (GPS 609 and GPS 610). Their work as a psychology trainee is under the direct supervision of a licensed psychologist, and additional group supervision is provided once a week in the Practicum course on campus. Internship sites have included the Vermont State Hospital, community mental health centers, college and university counseling services, public school systems, and the Medical Center Hospital of Vermont.

Special Note

Students interested in the M.A. in Clinical Psychology should also request the Handbook for a more detailed program outline.

Course Sequences

Students have a good deal of flexibility in planning the sequence of their courses. The following guidelines should be followed in designing a personally satisfactory sequence:

1. The clinical core courses should be completed prior to doing the internship.
2. Of the three clinical core courses, Psychological Assessment I and II demand the greatest background understanding of personality and psychopathology, and so should probably be taken last unless the student has a very strong prior preparation in these areas.
3. Electives cannot be taken until after completion of the relevant clinical core course(s). Exceptions only with permission of the instructor.
4. Finally, the major paper or thesis should not be undertaken until Research Methods I and II have been completed. Those students undertaking the major paper or thesis should register for Research Seminar in the fall of the year they plan to do their project.

COURSE DESCRIPTIONS: CLINICAL PSYCHOLOGY

General Psychology Core

GPS 505 Physiological Basis of Behavior 3 credits

A broad survey of the field of psychology with an emphasis on the physiological correlates of behavior and learning theory. Previously: Advanced General Psychology. (Fall) *Prerequisites: A Bachelor's degree or its equivalent, Introduction to Psychology (PS 101), and Physiological Psychology (PS 309).*

GPS 510 Research Methods I 3 credits

This course begins with a short review of basic undergraduate statistics and research methods. The rest of the semester will include an advanced treatment of 2- and 3-way between and within groups factorial designs, analyses of variance, contract procedures, post-hoc comparisons, and trend analysis. Each class will involve both a lecture and a work session along with a limited amount of laboratory work. (Fall) *Prerequisites: Bachelor's degree and an undergraduate statistics course.*

GPS 511 Research Methods II 3 credits

This semester builds on the information acquired in Research Methods I. The emphasis, however, will be on simple and multiple correlation and regression, factor analysis, critical path analysis and multiple analysis of variance techniques. The research designs appropriate to each of these analytical techniques will be presented in detail. The same lecture-exercise format will be used as in Research Methods I. (Spring) *Prerequisite: Research Methods I.*

GPS 513 Advanced Developmental Psychology 3 credits

A review of contemporary research in developmental psychology with emphasis on personality and social development. (Spring) *Prerequisites: Bachelor's degree and Developmental Psychology (PS 205).*

GPS 520 Advanced Social Psychology 3 credits

An in-depth look at selected topics from the field of social psychology. Theory and research from areas such as the self, social cognition and social learning theory will be emphasized. (Summer) *Prerequisites: Bachelor's degree and PS 220 Social Psychology or its equivalent.*

Clinical Core

GPS 507 Psychological Assessment I 4 credits

An introduction to the construction, administration, and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of intellectual functions and abilities. Extensive practice in the administration of individual intelligence tests will be provided. Course includes testing skills lab one hour per week. (Fall) *Prerequisites: Undergraduate Statistics and admission into the program or permission of the Clinical Director.*

GPS 508 Psychological Assessment II 4 credits

A continuation of GPS 507 with an emphasis on personality assessment, objective and projective. Course includes testing skills lab 1 1/2 hours per week. (Spring)

Prerequisites: GPS 507 and degree student status or permission of the Director

GPS 515 Advanced Abnormal Psychology 3 credits

An in-depth review of the DSM IV, alternative diagnostic approaches, and the major categories of psychological disturbance with a special emphasis on clinical diagnosis and treatment planning with children and adolescents. (Fall) *Prerequisite: Open to degree students only, or by permission of the Director*

GPS 516 Advanced Abnormal Psychology II 3 credits

A continuation of GPS 515 in adult disorders. An in-depth review of the DSM IV, alternative diagnostic approaches, and the major categories of psychological disturbance, with a special emphasis on clinical diagnosis and treatment planning. (Spring)

Prerequisite: Course open to degree students only, or permission of the Director

GPS 525 Introduction to Clinical Intervention 4 credits

An examination of the therapeutic relationship as a basis for clinical assessment and intervention. Also covered will be crisis intervention, short-term therapy, milieu therapy and the interface with medicine. Formerly GPS 518 Introduction to Clinical Intervention II. (Fall) *Prerequisite: Course open to degree students only, or permission of the Director*

GPS 526 Theories of Psychotherapy 3 credits

A critical review and comparison of the major theories of psychotherapy including: psychodynamic, cognitive-behavioral, medical, humanistic, and family systems. Theories will be evaluated in terms of their philosophical, theoretical, empirical and clinical implications. Formerly GPS 517 Introduction to Clinical Intervention. (Spring) *Prerequisite: Course open to degree students only, or permission of the Director*

Selected Elective Courses**GPS 601 Group Psychotherapy 3 credits**

This seminar provides an overview of theory and research and a basic appreciation for group therapy. Selected topics include: contrasting approaches; group development; the role of the therapist; organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience.

Prerequisites: GPS 525-526 or permission of the instructor

GPS 605 Play Therapy 3 credits

This course involves an experiential approach to the therapeutic understanding for children and adolescents. Humanistic play therapy will be the primary orientation.

Prerequisite: GPS 507-508, 525-526

GPS 612 Marital and Family Therapy 3 credits

A foundation course dealing with fundamental theoretical concepts, assessment techniques, and therapeutic strategies in general areas of family therapy and systems theory. Emphasis will be on understanding the concepts in real families; a mixture of case studies, family visits, videotapes, films, role-playing, and active exploration of one's own family will be utilized throughout the course.

Prerequisites: GPS 525-526 or permission of the instructor

GPS 614 School Psychology 3 credits

This course will address "best practices" in providing psychological services in the schools, and will focus on professional role issues as well as specific knowledge needs of the practicing psychologist in educational settings. Topics will include: the organizational aspects of schools; professional functioning; assessment practices; consultation with Instructional Support Teams; and legal aspects of practice under PL 94-142 and Vermont's Act 230 and Act 264. *Prerequisites: GPS 507-508, or may be taken concurrently with this course or by permission of the instructor*

GPS 615 Clinical Health Psychology 3 credits

This course will cover the application of knowledge and methods from related fields of psychology and behavioral medicines to the promotion and maintenance of mental and physical health of the individual and to the prevention, assessment, and treatment of forms of mental and physical disorders in which psychological influences either contribute to or can be used to relieve an individual's distress or dysfunction.

GPS 686 Independent Study - Elective 3 credits

This option provides the student an opportunity to undertake a study in a specific area not covered in the regular course offerings. The student, with the supervisor, would outline in proposal form the purpose of the study, as well as an outline of the evaluation instrument and method of evaluation. A bibliography should also be included.

GPS 687 Directed Readings - Elective 3 credits

This option provides the student with an opportunity for greater in-depth study of a topic already addressed in the curriculum.

Practicum and Internship**GPS 608 First Year Practicum I 3 credits**

This course provides supervision, clinical training and support for students participating in their first practicum experience. It is required of all first year full-time students. Part-time students without prior work experience in a mental health setting must take this course prior to internship. Course continues in spring as GPS 609.

GPS 609 First Year Practicum II 3 credits
Continuation of GPS 608.

GPS 610 Internship and Professional Seminar I 3-4 credits
This seminar is for students doing their internship. It provides a forum for the discussion of professional ethics and affairs, legal and policy issues in psychology, and specific clinical issues arising in the internship settings.
Prerequisites: GPS 507-508, 515-516, 525-526.

GPS 611 Internship and Professional Seminar II 3-4 credits
A continuation of GPS 610. This seminar is for students doing their internship.
Prerequisite: GPS 610.

Major Paper/Thesis

GPS 689 Research Seminar 3 credits
This is a year-long seminar for all students beginning work on their major paper or thesis. It allows students to share their research and receive feedback and supervision on a continuous basis. The major paper is an in-depth analysis of the theoretical, clinical, and experimental literature in a specific area of clinical psychology. It demonstrates the student's ability to synthesize, integrate, and critique the knowledge base of professional psychology, and contribute to the growth of that knowledge.
Prerequisites: GPS 510, 511. See below for description of the thesis.

GPS 690 Thesis 3 credits
The thesis is an empirical study of a particular hypothesis in the field of clinical psychology conducted up to the standards of the profession and contributing to the empirical knowledge base of professional psychology. It may be quantitative or qualitative in method.

GRADUATE PROGRAMS IN EDUCATION

THEME: MAKING CONNECTIONS AND CREATING MEANING

Our graduate education programs encourage educators to explore connections and meaning in our lives as we work towards compassion, caring, justice, and joy in schools and society. We encourage educators to critically explore the purpose of school as embedded in natural and social contexts, from the local to the global. An understanding of human development and learning is essential to our efforts to support and enhance the intellectual, emotional, social, moral, aesthetic, and spiritual dimensions of all learners. Educators must have the tools and strategies that empower them to teach diverse students in inclusive classrooms, while maintaining a balance between challenge and support, individual and community. We believe that our integrative approach to education and teacher preparation holds the potential for transformational change in our current educational system.

Graduate Programs in Education offers courses of graduate study leading to:

- Initial Teacher Licensure
- Endorsements for Licensed Teachers
- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Study (C.A.G.S.)

Several Graduate Education Certificate programs (15-24 credits) are also offered.

HISTORY AND DESCRIPTION

Graduate Programs in Education began in the summer session of 1940. This was the first program of graduate studies at Saint Michael's College. Then, as now, professional courses of study for educators were viewed as an extension of the liberal arts tradition upon which the College was founded. Entrance requirements have always sought to identify candidates who were and are potential leaders and scholars in their disciplines. Throughout the years, the Graduate Education program has grown and diversified, but the connection to the liberal arts tradition remains.

Saint Michael's Graduate Education Programs include a Master of Education degree (M.Ed.) and a Certificate for Advanced Graduate Study (C.A.G.S.), Teacher Licensure and several certificate programs. All programs are designed for teaching or administration at various levels and sites of education.

Graduate Education programs are designed for adults who already have a baccalaureate degree. Classes are scheduled throughout the year. Students may begin their program during any semester, although a specific sequence of courses may be recommended in some concentrations. During the fall and spring semesters, classes meet evenings and on weekends. During the summer, classes meet both during the day and in the evening.

In planning an M.Ed. or C.A.G.S. program, students may choose one of the concentrations listed below, which are described in detail later in this catalogue:

Self-Designed • Administration • Adult Education • Arts in Education
Curriculum • Information Technology • Reading • Special Education

Within Graduate Programs in Education students may follow Vermont Department of Education approved programs to obtain initial licensure as an Elementary, Middle Level, or Secondary Teacher (K-12 licensure in Art and Music are also available). Approved content areas for Secondary Teachers are: Computer Science, English, Modern and Classical Languages, Mathematics, Science, Social Studies, and Theater Arts. Students may also design a program with an advisor to obtain initial licensure with the Special Education Endorsement. A maximum of 18 credits earned towards initial licensure can be applied towards an M.Ed. degree.

Licensed teachers can earn an additional endorsement in areas such as Administration (School Principal), Computer Science, Reading Teacher, Consulting Teacher/ Learning Specialist and Resource Room Teacher. These programs are designed so that a student can complete an M.Ed. degree and a license endorsement concurrently. However, requirements for the completion of the degree and the license are not exactly the same, and such a program must be carefully planned with the appropriate academic advisor.

The goal of Graduate Programs in Education at Saint Michael's College is to provide students with a body of knowledge and skills to make them exceptional practitioners and life-long learners with a passionate commitment to the educational process.

ADMISSION TO GRADUATE PROGRAMS IN EDUCATION

- **Teacher Licensure**
- **Certificate Programs**
- **M.Ed. Degrees**

Students may apply to matriculate into Graduate Programs in Education at any time of the year. It is recommended that they earn no more than six graduate credits prior to applying.

1. **Qualifications:** A bachelor's degree with at least a 2.80 GPA is required for the M.Ed. degree and all certificate programs, with the exception of the C.A.G.S. program, which requires a Master's Degree. *If seeking initial teacher licensure, a 30-credit major in a liberal arts or science area (with supporting liberal arts course work) is also required.*
2. **Application Materials:** An "Application for Admission," which includes two recommendations and *official* transcripts from all undergraduate and graduate course work, must be submitted for matriculation into all Graduate Education Programs.
3. **Interview:** An interview with a representative of Graduate Programs in Education is conducted when the application is complete.

4. **Admissions Committee:** The interviewer presents the student's completed application to the Admissions Committee, and the student is informed of the decision.

REQUIREMENTS FOR M.Ed. COMPLETION

1. **Writing Assessment.** In order for students to develop to their fullest potential in an academic setting, in their work, in the community, and to achieve Candidacy, students must show proficiency in writing by satisfactorily completing a writing skills assessment. The Graduate Education Writing Assessment is offered several times each year. Based on the results of the Writing Assessment, students may be required to attend a Writing Workshop or a degree or non-degree writing course. Writing proficiency must be demonstrated before acceptance to Candidacy and student teaching.
2. **Candidacy.** After taking six credits, but prior to the completion of 12 credits, the student must achieve Candidacy. With an advisor, the student fills out a Candidacy form which reflects the area of Concentration within the M.Ed. program. It includes a list of courses taken, courses proposed and a "Statement of Goals." Up to six graduate credits may be transferred from another institution with the Academic Advisor's approval.
3. **Completion: Course and Credit Requirements.** Required courses and electives for each license, certificate and degree program follow in this catalogue. When all program requirements have been completed, the Academic Advisor and Program Director inform the registrar that the student may graduate. All M.Ed. students who have not taken an approved educational research class are required to take GED 558 Introduction to Educational Research and GED 699 Capstone Seminar in Graduate Education is required of all students.

ADMISSION TO ADVANCED GRADUATE PROGRAMS IN EDUCATION

• Certificate of Advanced Graduate Study (C.A.G.S.)

The Certificate of Advanced Graduate Study in Education is a post- Master's level certificate which allows a graduate student to pursue an additional field of study within Graduate Programs in Education. It is comprised of 30 graduate credits beyond the Master's degree, nine of which may be transferred from another institution if they are post-Master's credits. It is an individually designed program of graduate study based on the educational goals and needs of the student and planned with an Academic Advisor. Students may specialize in an already existing concentration or design an original concentration using elements from the programs described below.

1. **Qualifications:** A Master's degree.
2. **Application Materials:** An "Application for Admission," which includes two recommendations and *official* transcripts.
3. **Interview:** An interview with a representative of Graduate Programs in Education is conducted when the application is complete.
4. **Admissions Committee:** The interviewer presents the student's completed application to the Admissions Committee, and the student is informed of the decision.

REQUIREMENTS FOR C.A.G.S. COMPLETION

1. **Plan for Advanced Graduate Study.** With an Academic Advisor, the student plans a program of study of at least 30 credits which are consonant with the individual's educational needs and goals. This "Plan for Advanced Graduate Study" is submitted to the Director of Graduate Programs of Education for approval.
2. **Candidacy.** After taking six credits, but prior to the completion of 12 credits, the student must achieve Candidacy. With an advisor, the student fills out a Candidacy form. It includes a list of courses taken, courses proposed and a "Statement of Goals." Up to six post master's-level credits may be transferred from another institution with the Academic Advisor's approval
3. **Completion.** When the student has completed 30 credits, a Certificate of Advanced Graduate Study is granted.

INITIAL TEACHER LICENSURE

As addressed in the Graduate Programs in Education "Theme," at Saint Michael's College future educators are encouraged to explore connections and meanings in their lives and those of their students as they work towards compassion, caring, justice, and joy. Each required course in the licensure program addresses the program theme as appropriate in terms of course objectives, and this is evident through the prospective teacher's portfolio, which is complete at the end of the student teaching experience. The teacher preparation courses encourage prospective teachers to consider and emphasize knowledge and skills directly related to the *Standards for Vermont Educators: Learning, Professional Knowledge, Colleagueship, Advocacy, and Accountability*.

In addition to the course work and practicum, each licensure student must also complete a Teacher Licensure Portfolio. The College reserves the right to require additional courses and practica until the time when the student has demonstrated the teaching ability of a beginning teacher. Successful completion of required courses does not guarantee readiness for student teaching, nor recommendation for licensure.

IMPORTANT NOTE REGARDING ALL TEACHER LICENSURE PROGRAMS:

Only 18 credits of the course work towards Teacher Licensure may be applied to the requirements for the M.Ed. degree, and certain courses in the licensure programs (such as GED 688 PRACTICUM) cannot be applied towards the M.Ed. degree. Students should work closely with an Academic Advisor when planning their course of study towards Teacher Licensure and the M.Ed. degree.

LICENSURE: ELEMENTARY EDUCATION (GRADES K-6)

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensing as an elementary school teacher in grades K-6. Endorsements in Art and Music (K-12) are also available.

Prerequisites for Admission to Elementary Licensure Program

1. A Bachelor's Degree with mastery level evident in content areas appropriate for grade levels and with successful completion of a Liberal Arts and Science major.
2. Cumulative Grade Point Average (GPA) of 2.8, and a GPA of 2.8 in the major.
3. Successful completion of the Graduate Education Writing Assessment, an entrance interview and Candidacy.
4. Evidence of successful work experience with children.

Elementary Licensure - Required Courses:

GED 516 Teacher as a Decision Maker

GED 521 Language Arts and Social Studies in the Multi-age Classroom

OR GED 528 Multi-age Classrooms

GED 641A Instruction of Students with Learning Problems: Elementary Level

OR GED 672 Special Education in the Regular Classroom

GED 531 Approaches to Reading Instruction

OR GED 560 The Reading Process

GED 612 Math: Instruction for Understanding

OR GED 613 Mathematics in the K-8 Classroom

OR GED 620 Science and Mathematics in the Elementary Classroom (4 credits)

GED 597 Integrating Technology into the Curriculum

GED 695 Investigating Science and Loving It: Constructivist Science and Curriculum Connections

OR GED 620 Science and Mathematics in the Elementary Classroom (4 credits)

GED 519 Child Development

OR GED 658 Implementing Developmentally Appropriate Practice (K-4)
(when appropriate)

GED 509 Integrative Curriculum

OR approved curriculum course

GED 677 Social Foundations of Education

OR an approved foundations of education course

GED 515 Seminar in Classroom Management

GED 688A Elementary Practicum (6 credits) *These 6 credits may NOT be used towards the M.Ed. degree.*

LICENSURE: MIDDLE LEVEL EDUCATION (GRADES 5-8)

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensing as a middle school teacher, grades 5-8. Endorsements in Art and Music (K-12) are also available.

Prerequisites for Admission to Middle Level Licensure Program

1. A Bachelor's Degree with a major in the Liberal Arts and Sciences, with appropriate liberal arts general education courses.
2. Two 18-credit "minors" in different content areas appropriate to middle grades curriculum, and as defined in Vermont regulations, with evidence of completion of three (3) credits in each content area *within the last nine years*, and at least six (6) credits in each at the advanced undergraduate or graduate level.

3. Cumulative Grade Point Average (GPA) of 2.8, and a GPA of 2.8 in the content areas.
4. Successful completion of the Graduate Education Writing Assessment, an entrance interview, and Candidacy.
5. Evidence of successful work experience with children.

Middle Level Licensure - Required Courses:

GED 516 Teacher as a Decision Maker

GED 518 Adolescent Development

GED 635 Middle Grades Institute: Living and Learning in the Middle Grades

OR other middle level organization course

GED 597 Integrating Technology into the Curriculum

OR an approved technology course

GED 641B Instruction of Students with Learning Problems: Middle & Secondary Level

OR an approved special education course

GED 530 Reading, Writing, and Literacy in the Content Area

OR GED 560 The Reading Process for Teachers

OR an approved reading methods course

GED 624 Visual Approaches to Teaching Mathematics

OR an approved mathematics methodology course

GED 524 Thematic Integrated Curriculum

OR an approved curriculum course

GED 677 Social Foundations of Education

OR an approved foundations of education course

GED 503 Middle and Secondary Teaching Methods

GED 688B Middle Level Practicum (6 credits) *These 6 credits may NOT be applied towards the M.Ed. degree.*

LICENSURE: SECONDARY EDUCATION (GRADES 7-12)

Saint Michael's College has approved Secondary Education Licensure programs that lead to licensure in the following subject areas: English, Modern and Classical Languages (French, Spanish, Latin), Mathematics, Science (Biology and Chemistry), Social Studies, Theatre Arts, and Computer Science. Endorsements in Art and Music (K-12) are also available.

Prerequisites for Admission to Secondary Licensure Program

1. A Bachelor's Degree with a major (or equivalent) in the subject area and/or the appropriate content of a "major" in the Liberal Arts and Sciences, matching the Saint Michael's College concentration, and with appropriate supporting liberal arts general education courses.
2. Evidence of enrollment or audit of subject area course within last five (5) years.
3. Cumulative Grade Point Average (GPA) of 2.8, and a GPA of 2.8 in the content area.
4. Successful completion of the Graduate Education Writing Assessment, entrance interview, and Candidacy.
5. Evidence of successful work experience with children.

Secondary Licensure - Required Courses:

GED 516 Teacher as a Decision Maker

GED 518 Adolescent Development

GED 530 Reading, Writing, and Literacy in the Content Area

OR GED 560 Reading Process for Teachers

OR an approved reading methods course

GED 547 Secondary Curriculum Planning

OR an approved curriculum course

GED 677 Social Foundations of Education

OR an approved foundations of education course

GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level

OR an approved special education course

GED 597 Integrating Technology into the Curriculum

OR GED 512 Technology in the Math/Science High School Curriculum

GED 503 Middle and Secondary Methods

GED 688B Secondary Education Practicum (6 credits) *These 6 credits may NOT be applied towards the M.Ed. degree.*

PROGRAMS OF STUDY

SELF-DESIGNED CONCENTRATION

- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

A graduate education student may design a 36-credit M.Ed. plan based on individual educational goals. The "Self-Designed" M.Ed. concentration is developed by selecting an array of courses with an Academic Advisor using the general procedures and course and credit requirements as described previously in "ADMISSION TO GRADUATE PROGRAMS IN EDUCATION." Students may select courses from other Saint Michael's College graduate programs, such as Administration and Management, Theology, and Teaching English as a Second Language, *but at least 24 credits must be GED credits.* All M.Ed. self-designed programs *must* include GED 558 Introduction to Educational Research, and GED 699 Capstone Seminar in Graduate Education. All C.A.G.S. programs are self-designed.

ADMINISTRATION CONCENTRATION

- **School Principal Endorsement**
- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

The goal of the programs in Educational Administration is to prepare educators to become effective school principals, leaders who are centered on children, collaborative in their relationships with multiple constituencies, and able to process and integrate a variety of information and perspectives. Today's building principal is called upon to manage, to lead, and most of all, to make connections. Throughout their program, administration students have opportunities to work singly and with colleagues, in the

classroom and in the field, exploring concepts and acquiring and applying skills. Through a blend of required and optional courses, each student is provided with a meaningful and lasting educational experience upon which s/he can draw when actively engaged in the science and art of leading a school.

Program Requirements

The candidate for the M.Ed. degree in Administration must successfully complete 36 credits. Twenty-seven of these credits must be earned in the nine required core courses. The remaining nine credits may be acquired through the completion of an individualized program that meets the learning needs and interests of the student. It is possible to obtain the Vermont School Principal Endorsement through this program.

Required Courses (27 credits):

GED 511 Fundamentals of Curriculum
 GED 563 School Law
 GED 564 School Finance
 GED 572 Leadership and Supervision in School Administration
 GED 653 Adult Development: Theory and Practice
 GED 684 School: A Social Institution
 GED 558 Introduction to Educational Research
 GED 688C Administrative/Principal Practicum and Portfolio
 GED 699 Capstone Seminar in Graduate Education .

Electives (9 Credits): Students may choose nine hours from among other graduate course offerings. It is highly recommended that students select courses in the areas of assessment, ethics and technology.

ADULT EDUCATION CONCENTRATION

- **Certificate**
- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

The goal of the Adult Education certificate program and degree concentration is to prepare educators to be active participants in transformative learning for adults in a variety of settings. Educators critically explore the purposes of adult education, particularly in social and psychological contexts, and increase their understanding of adult learning and development while gaining strategies and methods to enact their knowledge. The focus of the program is on the possibilities and potential inherent in the education of adults.

ADULT EDUCATION CERTIFICATE

Program Requirements

A Certificate in Adult Education can be achieved by taking at least 18 credits as described below. Upon successful completion of the required courses, electives, and

portfolio, the candidate will receive a Certificate in Adult Education, which attests to his/her knowledge and competence as an educator of adult learners.

All of the graduate credits earned in the certificate program by a matriculated Graduate Education student may be used towards the 36-credit M.Ed. in Adult Education. For the M.Ed. degree with a concentration in Adult Education, students should select additional electives from the "Related Electives" list, and the Graduate Education course list. Guidance from the Academic Advisor should be sought when planning the M.Ed. degree with a concentration in Adult Education.

Required Courses (12 credits):

GED 654 Teaching Adults: Critical Education Praxis

GED 653 Adult Development: Theory and Practice

GED 677 Social Foundations of Education

OR similar foundations course

GED 688F Adult Education Practicum and Portfolio Preparation (special arrangement)

In addition, students must choose at least TWO of the following (6 credits):

GED 511 Fundamentals of Curriculum

OR similar curriculum course

GSA 591 The Learning Organization

OR similar organizational course

GED 634 Consultation and Collaboration in the Schools

OR similar course

GED Technology course appropriate to student's particular focus

GED Learning and Collaboration in the Educational Setting

Related Electives — Examples:

GED 597 Integrating Technology into the Classroom

OR other technology course

GED 678 Aesthetic Perspectives on Culture and Education

GSA 591 Special Topics: Training for the Trainer

GED 631 Development, Learning, and Individual Differences

GED 667 Drama as a Teaching Tool

GED 570 Ethics and Education: Theory, Vision, and Practice

GSA 591 Special Topics: Implementing Self-Directed Work Teams

GED Human Development: Lifespan

M.Ed. IN ADULT EDUCATION

Required courses (18 credits):

GED 654 Teaching Adults: Critical Education Praxis

GED 653 Adult Development: Theory and Practice

GED 677 Social Foundations of Education

OR similar foundations course

GED 558 Introduction to Educational Research

GED 699 Capstone Seminar in Graduate Education

GED 688F Adult Education Practicum and Portfolio Preparation (if appropriate)

In addition, students must choose at least TWO of the following (6 credits):

GED 511 Fundamentals of Curriculum

OR similar curriculum course

GSA 591 Special Topics: The Learning Organization

OR similar organizational course

GED 634 Consultation and Collaboration in the Schools or similar course

GED Technology course, appropriate to student's particular focus

GED Learning and Collaboration in the Educational Setting

Electives (12 credits): The student takes 12 credits of electives drawn from the "Related Electives" list (above) and/or other graduate education courses.

ARTS IN EDUCATION CONCENTRATION

- **Certificate**
- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

The Arts in Education programs are designed to help participants affirm the indispensable role the arts have in schools and society. Classroom and art teachers, artists, art administrators, and other educators join together to explore creativity, curriculum theory, instructional strategies, and aesthetic perspectives. All courses include creative activities and critiques that promote experience in one's own artistic process as well as curriculum, respond to the *Vermont Framework of Standards and Learning Opportunities* and the Arts Assessment Project, and utilize community resources and partnerships such as the Flynn Theatre for the Performing Arts.

ARTS IN EDUCATION CERTIFICATE

The 15-credit Arts in Education Certificate responds to increased attention across Vermont toward collaboration of local artists, school educators, and arts administrators to create lasting and meaningful arts programs within school communities. All participants will become familiar with the complexities of schools and explore ways to link the *Vermont Framework*, Arts Assessment Project, and the WEB project to classroom activities. School district teams are encouraged to enroll.

In supportive and creative forums, participants exchange ideas about curricula, practice imaginative and effective learning strategies, and promote and inspire each other's creativity and art making. Artists learn and practice innovative teaching strategies, work collaboratively with educators on curriculum, and expand ways to showcase the arts. Teachers learn to bring dance, music, drama, and/or visual arts into their "professional theater" and personal lives, expand their skills and confidence in responding to diverse learning styles, and engage with aesthetic sensibility. Arts Administrators enhance their experience in coordinating educational opportunities, collaborate with artists and educators to broaden the impact of arts in society, and embellish their roles as practicing artists.

To meet the Certificate's requirements, participants work with an Academic Advisor to develop an individualized program that addresses professional and personal needs.

Required Courses (9 credits):

GED 688G Arts in Education Practicum,

AND select TWO of the following:

GED 648 Integrating the Arts into the Curriculum

GED 649 Arts: The Creative Process

GED 678 Aesthetic Perspectives on Culture and Education

Electives (at least 6 credits)

Select at least TWO of the following:

GED 552 Teaching and Assessing through the Multiple Intelligences

GED 667 Drama as a Teaching Tool

GED 679 Arts Institute: Making Connections

GED 673 Special Topics in Arts Education (such as Dance and Multicultural Arts)

GED 516 Teacher as a Decision Maker

GED 524 Thematic Integrated Curriculum

OR other courses as approved by the Academic Advisor

M.Ed. ARTS IN EDUCATION

Program Requirements

The candidate for the M.Ed. Arts in Education must successfully complete 36 credits. Fifteen credits must be earned in the five required core courses. The remaining 21 credits are chosen from a variety of electives to meet the needs and interests of the student, which must include one elective in technology. The student completes the program requirement by enrolling in a capstone class where both an action research plan for the classroom and an individual expressive performance or exhibit are developed.

Required Courses (15 credits):

GED 648 Integrating the Arts into the Curriculum

GED 649 Arts: The Creative Process

GED 678 Aesthetic Perspectives on Culture and Education

GED 558 Introduction to Educational Research

GED 699 Capstone Seminar in Graduate Education

Elective Courses (21 credits) — Examples:

GED 552 Teaching and Assessing through the Multiple Intelligences

GED 673 Special Topics in Arts Education (such as Dance and Multicultural Arts)

GED 669 Storytelling and Folklore

GED 659 Integrating Music into the Classroom

GED 679 Arts Institute: Making Connections

GED 667 Drama as a Teaching Tool

GED 597 Integrating Technology into the Curriculum

CURRICULUM CONCENTRATION

- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

The Curriculum specialization in Graduate Programs in Education combines the theoretical with the practical and applied. A thorough knowledge of modern curricula in a historical context is provided with a focus on whole systems, and integrative understanding as well as specific skills applicable to all levels of curriculum design. The program is planned to give teachers and administrators the necessary tools and strategies to develop and evaluate all aspects of school curricula. From a broad base, teachers will be able to delve more deeply into areas of their choice. This concentration does not correspond to a State of Vermont licensure program.

M.Ed. Program Requirements

Prerequisites for the Curriculum Concentration (in addition to the usual M.Ed. requirements):

- Evidence of/knowledge of Child/Adolescent Development.
- Evidence of/experience in Teaching Methods and Management.
- Evidence of/experience in technology including the use of computers.

Required Courses (27 credits):

GED 509 Integrative Curriculum

GED 510 Curriculum Development

OR GED 616 New Directions in Assessment of Student Learning

GED 511 Fundamentals of Curriculum

GED 558 Introduction to Educational Research

GED 699 Capstone Seminar in Graduate Education

Students will also select one of the following three formats and choose 12 credits within this area:

1. Specific content area focus (reading/language arts, science, math, etc.).
2. A developmental level focus (early elementary, later elementary, middle school, secondary school).
3. An integrative education specialist.

Elective Courses (9 credits): Students may choose nine credit hours from among other graduate course offerings.

INFORMATION TECHNOLOGY CONCENTRATION

- **Certificate**
- **Computer Science Endorsement (Grades 7-12)**
- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

The goal of the Information Technology programs is to prepare students to become skilled teachers in the field of information technology. The growing use of technology in the schools has created a need for educators to provide appropriate support and

challenge to a wide range of student needs. Throughout the program, students are exposed to a wide variety of up-to-date technologies and are asked to create meaningful learning opportunities. This, combined with theory, research, and methods of instruction, provide the educator with a broad range of experiences with information technology.

INFORMATION TECHNOLOGY CERTIFICATE

The 18-credit Certificate in Information Technology is designed for professionals in public, private, and non-profit organizations who strive to increase their knowledge and skills in information technology. This Certificate offers participants a program that will help them apply information technology to their fields.

Program Requirements

Participants take six required credits and 12 elective credits. The participant may apply most of these credits towards an M.Ed. or an MSA degree.

Required Courses (6 credits):

GED 589 Information Technology: Influences on Learning

OR GSA 550 Digital Futures

GSA 541 Management Information Systems

Elective Courses (12 credits): Students may choose 12 credit hours from among other graduate technology course offerings. It is highly recommended that students select courses in consultation with their Academic Advisor.

VERMONT TEACHING LICENSURE AND ENDORSEMENT: COMPUTER SCIENCE TEACHER (GRADES 7-12)

Initial Licensure Candidates: The candidate for initial Secondary Education Licensure with a subject area of Computer Science as his/her initial endorsement takes the required courses (25 credits) as listed for the M.Ed. in Information Technology, plus a minimum of five (5) credits in graduate technology courses. In addition, the candidate takes the required secondary licensure courses as detailed in the section of this catalogue describing Teacher Licensure.

Licensure Endorsement Candidates: The candidate who has already obtained Secondary Education Licensure and is seeking Computer Science as an additional endorsement, works with an advisor to plan an appropriate course of study.

M.Ed. IN INFORMATION TECHNOLOGY

Program Requirements

Candidates must successfully complete 36 credits. Twenty- five of these credits are earned through the nine required courses. The remaining 11 credits are acquired through electives.

Required Courses (25 credits):

GED 580 Information Technology: Influences on Learning
 GED 584 Technology Planning for Vermont's K-12 Schools
 GED 598 LOGO (or other programming language)
 GED 597 Integrating Technology into the Curriculum
 GED 607 Computer Hardware: Installation and Repair
 GED 556 Telecommunications and the Vermont Standards
 GED 596 Multimedia

OR GED 683 Multimedia Design and Development

GED 590 Introduction to Computer Networks in the Classroom (2cr.)
 GED 558 Introduction to Educational Research
 GED 699 Capstone Seminar in Graduate Education

Electives (11 credits): Students may choose 11 credit hours from among other graduate course offerings. It is highly recommended that students select courses in consultation with their Academic Advisor.

READING CONCENTRATION

- **Reading Teacher Endorsement**
- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

The goal of the Reading Teacher Program is to prepare classroom teachers to be more effective teachers of reading and the language arts. Though the program is designed for elementary teachers, it is conceivable that secondary teachers would benefit from an in-depth study of the reading and language arts field as well. Courses in reading methodology, and diagnosis, as well as clinical experiences provide the framework which allows the graduate student to develop competence as a reading teacher.

While the program rests on an eclectic theoretical base, there is a slight orientation to the "reading as a language-based process" school of thought. To be a proficient reading teacher, one must know how children learn and use language in their speaking and listening activities. Oral language provides the structure and the motivation for the child to succeed at the most difficult task of all—that of learning the written language. A constant focus of the reading program is that the integration of the language arts—listening, speaking, writing, and reading—makes this task easier for the learner.

Program Requirements

St. Michael's Graduate Reading Teacher Program requires that candidates successfully integrate and balance course and field work. The reading teacher program combines both course work and field experience in the following manner: An 18-credit block within the 36-credit master's degree at Saint Michael's College has been divided into 15 credits of course work and three credits of field experience. Additional information about the course work and field work is available upon request.

READING TEACHER ENDORSEMENT

In consultation with an advisor, the student selects five courses (15 credits) in the areas of reading and/or language arts. When this course work is complete, the student takes GED 688D Reading Teacher Practicum.

Requirements (18 credits):

Select 15 credits. Examples:

GED 521 Language Arts and Social Studies in the Multi-age Classroom

GED 522 Teaching Literacy in the Elementary School

GED 530 Reading, Writing and Literacy in the Content Areas [secondary emphasis]

GED 531 Approaches to Reading Instruction

GED 534 Assessment and Instruction in Reading

GED 539 Literature for Children and Youth

GED 536 Reading and Making Connections with Adolescent Literature

GED 560 The Reading Process for Teachers

GED 676 Perspectives in Children's Literature

AND GED 688D Reading Teacher Practicum (Required)

M.ED. READING

The 18 credits taken for the Reading Teacher Endorsement may be applied toward an M.Ed. degree in Reading. In addition, M.Ed. degree candidates must fulfill the following requirements:

Required Courses (6 credits):

GED 558 Introduction to Educational Research

GED 699 Capstone Seminar in Graduate Education

Electives (12 credits): Students may choose 12 credits from among other graduate course offerings. It is highly recommended that students select courses in consultation with their Academic Advisor.

SPECIAL EDUCATION CONCENTRATION

- **Licensure with Resource Room or Consulting Teacher/Learning Specialist Endorsement**
- **Resource Room or Consulting Teacher/Learning Specialist Endorsement**
- **M.Ed. Degree**
- **Certificate of Advanced Graduate Study**

The goal of the Graduate Program in Special Education is to prepare competent and caring professionals who are able to make connections and create meaning in all aspects of their work. Students become familiar with the contexts and systems within which children and youth with disabilities are educated. They gain knowledge of learning and development throughout the life span. They acquire the broad and varied content knowledge that anyone working in Special Education must possess and they learn

to build and maintain collaborative relationships with families, students and others. Practicum experiences within the special education courses require diagnostic teaching of individual students, working with families of students with disabilities, collaborating with other adults and taking on the responsibilities of a special educator for a school year. Hallmarks of the program are the case study approach, the strong emphasis on practicum experiences, and the training in collaboration.

Program Requirements

Master of Education or Certificate of Advanced Graduate Studies programs are designed to lead to Vermont teacher licensure or endorsement as either Teacher of the Handicapped: Resource Room Teacher or Consulting Teacher/Learning Specialist. Students may also design an M.Ed. or a C.A.G.S. program with a concentration in general special education, language learning disabilities, the Klein program for working with children and youth with challenging behaviors and the Mainstream Resource Teacher program. The last two concentrations are also offered as certificate programs.

RESOURCE ROOM AND CONSULTING TEACHER LICENSE OR ENDORSEMENT

Students working towards either Resource Room or Consulting Teacher license/endorsement take the following courses. An approved educational research class is required of all special education candidates.

Required Courses (21 credits):

- GED 631 Development, Learning and Individual Differences
- GED 632 Diagnosis of Learning Problems
- GED 633 Legal and Professional Issues
- GED 640 Language and Learning
- GED 641A Instruction of Students with Learning Problems: Elementary Level
- OR 661B Instruction of Students with Learning Problems: Secondary Level
- GED 661 Designing Instructional Programs (classroom-based Practicum)
- GED 662 Implementing and Evaluating Instructional Programs (classroom-based Practicum)

In addition, Consulting Teacher candidates take the following courses (15 credits)

- GED 581 Environmental Management of Behavioral Problems
- GED 612 Math: Instruction for Understanding (formerly Math Disabilities)
- GED 634 Consultation and Collaboration in the Schools
- GED 664 Implementing a Consulting Program
- GED 699 Capstone Seminar in Graduate Education

If a student does not currently hold a teaching license, a program can be developed that leads to an initial teaching license with a special education endorsement.

MAINSTREAM RESOURCE TEACHER

This is a 21-credit program for experienced classroom teachers who wish to remain in the regular classroom and provide the best learning environment for mainstreamed students. It can be either a concentration within an M.Ed. program or a non-degree certificate. It is a modified version of the Resource Room Teacher Licensure program. Candidates follow the sequence of courses for Resource Room Teacher endorsement. However, course work and practica are modified to reflect the teacher's intention to continue teaching in the regular classroom. Upon completion, the teacher is recommended for Resource Room Teacher endorsement.

Required Courses (21 credits):

- GED 641 Instruction of Students with Learning Problems
- GED 632 Diagnosis of Learning Problems
- GED 633 Legal and Professional Issues
- GED 631 Development, Learning and Individual Differences
- GED 640 Language and Learning
- GED 661 Designing Instructional Programs Practicum (classroom-based Practicum)
- GED 662 Implementing and Evaluating Instructional Program Practicum
(classroom-based Practicum)

KLEIN PROGRAM

The Klein Program offers an M.Ed. or C.A.G.S. concentration in working with children and youth with challenging behaviors. It is designed for qualified teachers and mental health professionals. It can also be taken as a non-degree certificate program. This program does not lead to a teaching license/endorsement.

Required Courses:

- GED 581 Environmental Management of Behavioral Problems
- GED 601 Understanding Students with Emotional-Behavioral Disabilities
- GED 602 Relationship in the Classroom for the Child with a Severe Emotional Disturbance
- GED 603 The Service Delivery System for Children with Severe Emotional Disturbance
- GED 641A and GED 641B Instruction of Students with Learning Problems
- GED 634 Consultation and Collaboration in the Schools
- GED 688E Klein Practicum (6 cr.)

Note: GED 641, GED 581 and GED 634 will be waived for students who have completed the graduate program in Special Education at Saint Michael's College.

LANGUAGE/LEARNING DISABILITIES

This concentration allows students to develop an in depth understanding of language learning disabilities and approaches to assessment and remediation. It is designed individually as part of a C.A.G.S. program.

COURSE DESCRIPTIONS: EDUCATION

GED 501 Teaching Writing 3 credits

This course is designed for graduate students, teachers, education majors, and others who would like to learn more about writing and about teaching writing to all age groups. Students focus on the three main strands of contemporary pedagogy: teaching writing as a process, teaching writing through conferences, and teaching writing across the curriculum. Students also have an opportunity to pursue individualized study in their areas of special interest. The course itself is writing- intensive. No prerequisite.

GED 503 Middle and Secondary Teaching Methods 3 credits

Taken concurrently with student teaching in middle and secondary schools, this course focuses on methods and standards in particular content areas, teacher strategies, classroom discipline and management, collaboration, problem solving, assessment, and communication skills. Students complete their required portfolio during this course. *Enrollment by special arrangement only.*

GED 505 Curriculum Development: Developing Units of Study 3 credits **Using The Vermont Standards**

The focus of this course is the *Vermont Framework of Standards and Learning Opportunities* and linking this to participants' individual classroom curriculum and assessment. Although any discipline, grade, or skills area may be utilized, the instructor puts particular focus on aligning math and writing portfolio tasks with the standards. This includes scoring pieces of students' work with the new Vermont Math Rubric and Writing Rubric, and creating rubrics for self-assessment. There are opportunities to explore the new IBM Electronic Portfolio software and to apply PIVIT software for developing a standards-based unit. Participants should bring examples of student work, tasks they have created, and resources to develop their units of study.

GED 507 Integrated Social Studies: Breathing Life into The Standards 3 credits

The *Vermont Framework of Standards* provides a structure for Social Studies curriculum development at all grade levels. This course offers educators the opportunity to explore important social and historical themes, to use primary and secondary sources, artifacts, and literature to make connections among history, language arts, science, and the arts. The goals of the course are: to reinvigorate the educator's knowledge of history and the social sciences; to create a collection of interdisciplinary, standards-based lessons and materials; and to develop strategies for successful curriculum development using the *Vermont Framework of Standards*.

GED 509 Integrative Curriculum 3 credits

This course is designed to offer a theoretical and historical overview of the concept of integrative curriculum as well as many practical applications, including designing a curriculum unit based on the Vermont Standards. Specific topics studied include: multiple intelligences, learning styles, brain based learning, interdisciplinary thematic curriculum, and curriculum integration models.

GED 511 Fundamentals of Curriculum 3 credits

This course explores a variety of perspectives on the meaning of curriculum. It examines the psychological, philosophical, historical, and sociological roots of curriculum frameworks that underlie contemporary educational systems. Theory is linked to contrasting practical models for curriculum planning, design, implementation, and evaluation.

**GED 512 Educational Technology for Math and Science in the
Secondary School (7 - 12) 3 credits**

This course focuses on the pedagogical and practical issues surrounding implementing educational technology in secondary math and science classrooms. Participants receive hands-on experience with a broad variety of hardware and software using specific classroom applications including: graphing calculators, data collections devices, graphing software and spreadsheets, databases and system modeling software, and software to capture and analyze digital images, audio, and video. This course is appropriate for novices or advanced users; however, word processing experience is a must.

GED 515 Seminar in Classroom Management 3 credits

Taken concurrently with student-teaching in elementary schools, this seminar meets weekly to discuss and analyze classroom discipline and management techniques, instructional strategy, assessment, parent involvement, and other topics directly related to student teaching. Students complete their required portfolio during this course. *Enrollment by special arrangement only.*

GED 516 Teacher as a Decision Maker 3 credits

This course provides an analysis of the role of teacher in contemporary education that includes at least 30 hours of focused observation. Students explore and challenge assumptions about education and society, and examine decision making in relation to management, curriculum, motivation, instruction, and the *Vermont Framework of Standards and Learning Opportunities*. Reflective and critical practice are emphasized. Assignments include readings, observations, essays, and in-class teaching experiences and activities.

GED 518 Adolescent Development 3 credits

This course provides an analysis of early, middle, and late adolescence through an exploration of cognitive, social, emotional, moral, physical, and language development. Students explore disturbances and stresses common to the period of adolescence especially as these affect middle and secondary school students. Critical aspects of adolescent culture are examined. Assignments include: readings, observations, essays, and small group discussions.

GED 519 Child Development 3 credits

This course acquaints students with the processes involved in the development of children. Students follow the physical, cognitive, language, social, and emotional development of children from infancy through school age and develop strategies for applying theoretical principles to the development of curriculum.

GED 521 Language Arts and Social Studies in the Multi-age Classroom 3 credits

The primary purpose of this course is to provide participants with an understanding of the language arts and social studies programs within a multi-age/multi-level classroom. What is taught? How is it managed? What are some methods that teachers use? What are some issues that arise over the teaching of these areas? What research is helpful for planning such a program? How might it be integrated with other subject areas? These and many other questions are addressed throughout the semester. Emphasis is on exploring the *Vermont Framework of Standards and Learning Opportunities*, designing activities/lessons, and developing strategies that incorporate “best practices” of teaching. Assessment and evaluation are an integral part of the planning process.

GED 522 Teaching Literacy in the Elementary School 3 credits

Current research related to literacy acquisition and instruction is presented with a focus on the close relationship between reading and writing. Information about how to select and use children's literature as a vehicle for teaching these literacy skills at the elementary level is a primary emphasis.

GED 524 Thematic Integrated Curriculum 3 credits

This course presents a variety of interdisciplinary and integrated approaches to curriculum planning and classroom practice. Content, concepts, and skills can be addressed through integrated thematic units merging local school curricula and Vermont State Standards with topics that come directly from students' questions and concerns. Participants gain both conceptual and logistical understanding about meeting the learning needs of students through a collaborative integrated approach. This course is relevant for all grades but with a particular emphasis on the middle grades.

GED 527 Multicultural Education: Foundations, Issues, and Practices 3 credits

In this course we examine the foundations of multicultural education in terms of the tensions which exist between diversity and unity, individualism and community, tolerance and respect, and high expectations and full inclusion. We explore policy issues and practices through the use of case studies, drama, and readings drawn from a wide range of disciplines, sources, and perspectives. Emphasis is placed on multiple modes of expression and understanding, and we attempt to broaden definitions of communication towards inclusion, connection, and justice.

GED 528 Multi-Age Classrooms 3 credits

This course is designed to define, describe, and examine the philosophy and practice of the multi-age classroom. The participants investigate processes for planning, developing, and initiating activities and programs for use in the multi-age classroom.

GED 529 Student Directed Learning 3 credits

Citing demands for the 21st century, educators, parents, community, and business leaders emphasize the need for skills and understandings of life long learning yet few people understand what this really means or how it translates into current teaching/ learning

models. This course introduces participants to the historical traditions that paved the way for student directed learning, offers a context in which to discuss the advantages of student directed learning, and offers access to classrooms that model student directed learning. Through readings, discussion, and field study, participants design their “next steps” for moving toward a more student directed learning environment. Participants are actively involved in designing and assessing their projects related to this topic.

GED 530 Reading, Writing, and Literacy in the Content Area 3 credits

In this course students examine applications of reading and writing, and development of literacy through theory and resource analysis, problem solving, and curriculum planning. Cognitive aspects of reading and writing are emphasized. Reading strategies are presented which include: comprehension monitoring, study strategies, and critical analysis. Students explore the process of writing, supporting technology, and the various forms used in the content area. *The Vermont Framework of Standards* are reviewed and integrated throughout the course.

GED 531 Approaches to Reading Instruction 3 credits

This course explores structural and holistic approaches to reading instruction in the elementary school classroom. Practical teaching strategies are demonstrated, and students learn how to implement each approach in the classroom. Students are expected to become familiar with pertinent research, and the strengths and weaknesses of each approach studied, including analytic and synthetic methodologies.

GED 532 Awards in Children's Literature 1 credit

This course surveys national and international awards in children's literature through readings and discussions of award winning books for students in grades 1 through 8. Designed to broaden practitioners' knowledge of children's literature and to be of use to teachers using trade books in classroom reading programs, the course features book discussions, evaluation criteria, award purposes and histories, author and illustrator profiles, and classroom applications.

GED 533 Words and Pictures: Exploring Picture Books 3 credits

This course addresses both the history and process of children's picture books. Emphasis is placed on the relationship between text and illustration and how both are affected by the process and business of publishing. Topics include: the development of a book from initial idea to the illustrated book, story elements that most appeal to children, visual literacy, and the place of children's picture books in society.

GED 534 Assessment and Instruction in Reading 3 credits

The emphasis is on the use of informal language-related tests to analyze the needs of children with reading difficulties. A diagnostic scheme is presented using the information from information tests and some standardized tests, then a remedial program is created to follow the diagnosis. The diagnosis should be implemented using the time and materials available to a classroom or special needs teacher. This course provides a model for the classroom teacher to use in analyzing a child's reading problem and then doing something about it. *Previously: Analysis and Correction of Reading Difficulties.*

GED 536 Reading and Making Connections with Adolescent Literature 3 credits

This course is designed to promote interest in young adult literature (grades 6-10) by providing an opportunity to read and discuss recently published works, as well as to practice writing and delivering book reviews. Classroom applications are generated from the discussions and reviews. The culminating project is a class presentation based on themes drawn from the books, such as "Journeys of Discovery," "A Wish for Happy Endings," and "Birth and Death as Metaphor."

GED 539 A Survey of Children's Literature 3 credits

An overview of literature for children and youth is presented with an emphasis on current books. In addition to analyzing important works of children's literature, methods of introducing literature to children is stressed. Integrating literature and the arts, particularly music, visual and drama, is also a theme of the course.

GED 540 Organizational Behavior 3 credits

In this course students are introduced to the study of human behavior, attitudes, and performance within an organizational setting. Students learn about individual perceptions, values and actions while working in groups, and how to lead individuals and groups to enhance individual and organizational productivity. In addition students become familiar with the use of techniques such as behavior modification in changing human behavior. Theoretical consideration are followed by application exercised through role-playing and case analysis.

GED 541 The Caring Classroom: Skills for Building Community 3 credits

Educators know the frustration of blending a diverse student population into a harmonious and productive classroom and school environment. This course explores on a personal and professional level the impact of cultural and family conflict on the moral development of children and the resulting effect in our classrooms. Participants define and learn to promote the social and emotional skills that contribute to peaceful school and family environments. Conflict resolution, mediation strategies, and program implementation are integral to the course.

GED 543 Integrating Science into the Elementary Curriculum 3 credits

The course focuses on the teacher as a facilitator of scientific inquiry and problem solving in learning environments recognizing developmental and learning-style differences. The relationship between process learning and content is addressed together with current technology tools and other practical applications for the classroom. Concept acquisition is illustrated through a range of topics such as: color, light, density, energy, machines, animal behavior, life cycles, rocks and minerals, change and evolution, and ecology. Participants research and develop curricula, themes, and projects for integration into classroom programs.

GED 544 The Moral Dimensions of Education 3 credits

This course addresses a number of educational policies and practices from the perspective of moral disclosure. The basic assumptions of the course are that education

and schools as social, political, and cultural institutions are inherently and inevitably moral in nature and that educators are required not only to be critically aware of the moral character of their practice, but also to struggle with the quality of their moral affirmations. Students explore the following topics: grading, tracking, teacher evaluation, standardized curriculum and testing, the teacher as a moral agent, and historical perspectives of the schools' role as transmitter of a moral order.

GED 547 Middle and Secondary Curriculum Planning 3 credits

This course offers current and prospective secondary educators the opportunity to increase their knowledge of curriculum and lesson design in their particular content area(s) as well as in interdisciplinary approaches. The class becomes familiar with and draws upon the *Vermont Framework of Standards and Learning Opportunities* and is encouraged to critically analyze the processes of content selection and lesson design. Students use reflective thinking, writing, and dialogue, as well as individual and collaborative projects to develop an understanding of curriculum and its relationship to instruction.

GED 550 Telecommunications and Networking: The Internet 3 credits

The Internet, or the National Information Infrastructure (NII), or the "Information Superhighway" are all one in the same, and are providing educators and learners access to a wealth of information. Students use available tools (FTP, Gopher, Telnet, WWW) to "surf" the Internet in search of information. Discussions concentrate on the use of telecommunications and technology resources to: enhance learning and professional development, impact teaching, and develop instructional activities and opportunities.

GED 552 Teaching and Assessing through the Multiple Intelligences 3 credits

Howard Gardner's theory of multiple intelligences is the basis for this course which shares diverse instructional models, assessment strategies, and curricular design approaches for kindergarten through college educators. Participants experience either an introductory or and advanced level depending on their previous familiarity with the theory. There are opportunities to pursue in-depth study of the various intelligences by participating in dance, drama, visual art, music, and creative writing experiences. This course is open to participants of previous years' institutes and new participants.

GED 553 Reading, Spelling, and Phonology 3 credits

The course explores basic linguistic processes associated with reading, spelling, and writing acquisition. Designed for teachers of language and reading skills, this course a) familiarizes students with phonetics, phonology, and orthography, b) examines the development of decoding and spelling skills, and c) examines the relationships between lower level and higher level language functions in good and poor readers.

GED 556 Telecommunications and The Vermont Standards 3 credits

Governor Dean has provided access to the Internet for every school in Vermont while the Vermont State Board of Education has constructed the *Framework of Standards for Learning*. This course focuses on both these areas. Educators learn the skills necessary to master communication and how to access the wealth of resources on the "Information

Highway.” These experiences are then transferred into the classroom lessons and activities that support the knowledge and skill standards in the *Vermont Framework of Standards*.

GED 558 Introduction to Educational Research 3 credits

The purpose of this course is to introduce students to various kinds of educational research, including those normally described as quantitative, qualitative, and analytical. Case studies, action research, description, and other types of projects are explored. Students undertake a literature search on a chosen topic, write a brief review of the literature, and design a research study or project. Students become familiar with a variety of types of educational research, and with reading, interpreting, and using research to inform education decisions.

GED 560 The Reading Process for Teachers 3 credits

This course is designed for beginning teachers (pre-service) who are completing licensure requirements, and for current teachers who wish to update their knowledge and practice. Topics such as: the reading process, reading comprehension, diagnosis of reading difficulties, teaching reading and study skills, and readability are covered by the entire class. Other topics pertinent to specific age or grade levels are discussed in small group settings, with differentiated assignments for teachers of similar interests. Examples of these topics include: methodology in whole language instruction, phonics, a basal reading approach, integrating reading and writing, and developing study guides in content areas.

GED 562 Educational Research 3 credits

This is a two-semester course which provides students with an overview of educational research and the skills necessary to conduct a literature review that supports an original project related to each participant's degree focus. All students write a final thesis incorporating the literature review and describing their research or project. This class meets five times during the semester.

GED 563 School Law 3 credits

This course reviews federal and state laws applicable to public schools, including those regarding liability, labor relations, special education, discipline, content of curriculum, treatment of students with highly infectious diseases, and privacy. In addition to discussion of relevant law, the course introduces students to legal process, including trial court proceedings, administrative hearings, the collective bargaining process, and the legislative process. Course materials include excerpts from selected federal and state statutes and copies of court decisions.

GED 564 School Finance 3 credits

The purpose of this course is to acquaint students with the national, state, and local practices in educational finance. Students examine four major areas: budgets, negotiations, construction, and operations. In-depth analysis of school accounting procedures are not included.

- GED 567 The Legal and Financial Management of Schools 3 credits**
This course familiarizes students with the essential legal and financial information needed to administer a school. The course focuses on the “business” end of schooling, with the goal of preparing the administrator to plan and manage the operation of the building and the relationships of those who are served by the school. Students acquire the necessary skills to 1) manage the general financial and legal aspects of school operation and know when to seek the advice of experts.
- GED 570 Ethics and Education: Theory, Vision, and Practice 3 credits**
Educators and those who work in schools or other service organizations are constantly confronted with ethical issues which require problem solving, and often make decisions which affect the well-being of others. Students examine and explore systems of ethics which may be used in both their professional and personal lives, and read literary visions which allow them to experience perspectives outside of their day-to-day lives. In addition, students use case studies from the literature and from their experiences to further practice applications, and to search for the embedded implications of ethical situations. Classes are active, with dialogue and collaborative practice as the key forms of learning.
- GED 572 Leadership and Supervision in School Administration 3 credits**
In this course students explore images and models of leadership and their own beliefs about the complex and evolving role of administrators in today’s school. They examine the interplay of the leader, the led, and the context, with a focus on the role of the principal as the developer of people and organizations. Students reflect upon their own values and draw upon their own experiences as they explore the theories and practice the behaviors essential to good leadership. Topics include: leadership styles and contexts, supervision and evaluation of staff, creating vision and facilitating changes, and the ethical administration of schools.
- GED 573 The School Principal 3 credits**
This course addresses many of the components and issues found in the role of the school principal: management/leadership, finance, evaluation, community, etc. This course includes the most current administrative theories. Emphasis is placed upon the student’s active participation and contribution to the course.
- GED 581 Environmental Management of Behavioral Problems 3 credits**
This course examines behavioral, cognitive, social/interpersonal, and environmental factors to consider in assessing and developing interventions for behaviorally disordered and emotionally disturbed children and adolescents in the classroom. Methods and strategies are stressed using specific case examples and classroom observations.
- GED 584 Technology Planning for Vermont’s K-12 Schools 3 credits**
This course focuses on three main themes: the use of the computer as management tool; the planning, implementation and on-going support issues regarding the use of computers throughout the school; and an analysis of personnel, curriculum and service needs within the school, district and community. Students research and utilize PC-based software tools and administrative applications.

GED 588 Hard Disk Management for Windows 3 credits

This hands-on course is designed for the intermediate to advanced computer user. Topics covered include: formatting hard drives, becoming familiar with Windows 95, installing software, hard disk management, and utility programs.

GED 589 Information Technology: Influences on Learning 3 credits

This course investigates the impact and change information technology has on today's society. Participants examine ways information technology enhances learning opportunities for all members of society. Students discuss and develop implementation strategies for infusing information technology into the school setting. Finally, participants understand how information technology can significantly enhance organizations which focus on continuous learning for all participants.

GED 590 Introduction to Computer Networks in the Classroom 2 credits

This course is designed for the K-16 teacher interested in hands-on experience and information on school networks. Students work with a Novell network using Windows 95, Windows for Work groups, MS-DOS, and ICLAS. Class work covers choosing network software, managing student work, network design, using Novell software, and network access issues. Network software includes Microsoft Office, Winnebago Library Management, and Josten's Integrated Learning Software. File and directory management and organization, network printing, and creating and sending files to students are also covered. Students work with e-mail and related policies, the internet, the K-16 network, and connecting to a school network from home.

GED 592 Global Distance Education 3 credits

Current telecommunications technologies allow for schools to begin creating systems of global distance education. Technology can help educators create learning environments that utilize information gathered from around the world. Distance education not only promises to complement existing school programs, but also allows for multicultural experiences incorporating texts, literature, and the arts of many cultures. This course presents an overview of the technologies and global learning services available to schools in order to prepare teachers to make appropriate decisions relative to this emerging learning resource.

GED 596 Multimedia Technology 3 credits

Multimedia, computer, and communication technologies are evolving into very powerful educational, training, and business tools. These technologies will change the way we view and present information. This course provides an introduction to at least the following: microcomputers, computer projection devices, CD-ROM, videodiscs, IBM InfoWindow, telecommunications, networking, electronic mail, and computer conferencing. Students develop and use some of these technologies in their course projects and presentations.

GED 597 Integrating Technology into the Curriculum 3 credits

This hands-on course provides an introduction to the use of technology in the schools.

Students explore and evaluate software for the one computer and multi-computer setting, and learn how word processing, data bases, spreadsheets, CD-Rom, laser disks, telecommunications, and Integrated Learning Systems, as well as other hardware and software, are integrated into the curriculum and school environment.

GED 598 LOGO 3 credits

LOGO is a computer language that is widely used in schools to help students learn critical thinking and problem solving skills. This course offers a wide variety of LOGO activities centered around its use as a teaching tool. Most activities are directed toward elementary and middle school grades. The students use Lego Dacta Control Labs and LOGO Writer to write programs to run their Lego constructions.

GED 600 Advanced Integrating Technology into the Curriculum 3 credits

This hands-on course provides a follow-up to previous Integrating Technology into the Classroom courses, with special emphasis on applying concepts learned in Integrating Technology to develop student uses for technology in the curriculum. Workshops, presentations, discussions, hands-on experiences, and research provide the framework within which students consider philosophical issues regarding technology's role in education while developing technology-based curricula. Using an individualized approach to learning, students assume responsibility for setting personal technology goals to direct their learning and assess their growth. Growth will be measured through student projects and portfolios. Additional time on computers (beyond class time) is required to complete course requirements. *Prerequisite: GED 597 or consent of instructor*

GED 601 Understanding Students with Emotional-Behavioral Disabilities 3 credits

This course provides an introduction to instructional and behavior strategies for students with emotional-behavioral disabilities. The course emphasizes understanding problem behavior, characteristics of students with this disability, and Vermont's guidelines for the identification of students with emotional-behavioral disabilities. Recent initiatives toward maintaining students within a regular school setting are examined.

GED 602 Relationship in the Classroom for the Child with a Severe Emotional Disturbance 3 credits

This course primarily focuses on how to use yourself as a valuable resource in developing and maintaining relationships with the child having emotional disturbances. Some of the areas covered include: ways to individualize for a child's emotional needs; ways to listen, understand, and interact more productively with children; and ways to look at the individual as part of the group process.

GED 603 The Service Delivery System for Children with Severe Emotional Disturbances 3 credits

This course examines the overall service delivery system for children and adolescents, and their families, who are experiencing a severe emotional disturbance. We look at the network of service delivery from the federal government level to the state and community level. We cover state/federal legislation as well as social/public policy. Several Vermont systems that provide services for these youngsters are considered, such as, Education,

Mental Health, Child Welfare, and Corrections. The focus is on how these different agencies interact with one another and how each functions separately in the delivery of services to children and adolescents ages 0-21. Students leave this course with a thorough understanding of the mental health needs of children and the Vermont System of Care that addresses those needs. (*Offered every other year*)

**GED 604 Teachers Writing, Writing Teachers: A Writing Workshop
for K-16 Teachers Across Disciplines 3 credits**

One of the best ways to learn new methods for teaching and using writing across the curriculum is to experience those methods first-hand: by writing. In this course, students develop their own writing while experiencing various approaches to process, form, and style, as well as ways of responding to and assessing writing. Open to teachers at all levels and in all areas.

GED 607 Computer Hardware: Installation and Repair 1 credit

This course provides students with practical hands-on experience in trouble shooting and repairing IBM-PC's and Apples. Installing software and hardware is also addressed. The course is geared to the student who will be a computer coordinator or responsible for hardware in a school.

GED 612 Math: Instruction for Understanding 3 credits

This course describes the nature of math learning, considers characteristics and diagnosis of math learning problems, and introduces participants to a range of techniques for instruction. This course is geared toward the K-8 curriculum, with a focus on the elementary level. Students design and implement assessment and instructional procedures as part of a two-week practicum.

GED 613 Mathematics in a K-8 Classroom 3 credits

This course provides the opportunity for students to learn mathematical content and processes using the *NCTM Standards* and *Vermont's Framework of Standards and Learning Opportunities* and the developmental guides. Participants design units with particular emphasis on "concrete" learning tasks, utilization of manipulatives, and connections to other content areas. Assessment and program evaluation are developed by answering the question, "What evidence is there that students understand concepts and can apply their knowledge to life situations?" This course combines theory with practical application, developing materials to use in the classroom.

**GED 614 Understanding the Basis of Learning Disorders: A
Neuropsychological Approach 3 credits**

This introductory course is designed for educators and school psychologists. The focus is on the techniques used by neuroscientists to investigate brain-behavior relationships, particularly as they relate to verbal learning disabilities and dyslexia, nonverbal learning disabilities, disorders of attention and memory, neurological disorders and the effects of brain injury. The purpose of the course is to familiarize practitioners with neuropsychological evaluation, the interpretation of test reports, and a framework for assessment and intervention. The class includes readings, discussion of current research, an overview of tests, and case study evaluation.

GED 615 Affective Education in the Classroom 3 credits

In this course the term “affective education” means understanding the role “feelings” play in the world of education and learning how to enhance one’s emotional awareness in order to encourage the emotional well-being of children and adolescents. The class includes experiential learning and an introspective approach to ourselves and others. It is an intensive one-week course with an individualized project to allow for the application of class material.

GED 616 New Directions in Assessment of Student Learning 3 credits

This course explores new ways of assessing student learning, with particular emphasis on the *Vermont Framework of Standards* and the new statewide comprehensive assessment systems. The course begins with a brief review of current assessment norms, and then turns to new directions in both *authentic assessment* and *performance-based assessment*. The focus is on both conceptual understanding and practical applications. Participants design, develop, implement, and evaluate authentic assessments, and explore issues involved in implementing these assessments in schools. The course concludes with a consideration of program assessment.

GED 617 Standards-Based Mathematics Curriculum, Instruction, and Assessment in the K-8 Classroom 3 credits

Participants in this course examine the content areas which are a part of the *New Standards Reference Exam* given at grades four and eight in Vermont. Probability and Statistics, Geometry and Measurement, Function and Algebra Concepts, and Problem Solving form the content we utilize to address the *Field of Knowledge Standards*, instructional methodologies, and multiple assessment models. This class advances a teacher’s strategies, and assessment techniques, which in turn provides school children with new opportunities toward attainment of Vermont’s mathematical standards. The course is designed so that practicing teachers can utilize their new knowledge within their own classrooms with ongoing support throughout the semester. We proactively review published mathematical materials and the data results from the *New Standards Reference Exam*, and work together toward educational excellence for all students.

GED 618 Partner Teaming Institute 3 credits

Teachers in well-defined partnerships have been effective in developing successful team programs in elementary and middle level schools. This institute is designed to guide the planning process for a) newly constituted partner teams; b) teams already functioning successfully but desiring to elaborate or refine their programs. Teams are encouraged to participate in the institute together.

GED 620 Science and Mathematics in the Elementary Classroom 4 credits

This course provides participants with process skills and content knowledge in the areas of science and mathematics in elementary classrooms. *Vermont’s Framework of Standards and Learning Opportunities* offers a model for effective standard-based teaching. Participants explore the roles of “scientist” and “mathematician,” integrating the two content areas to provide authentic, hands-on learning experiences. Participants learn

actively and are responsible for developing lessons and units which demonstrate an understanding of the relationship among curriculum, instruction, and assessment. In addition, participants reflect on their own learning experiences as student and teacher. All participants are required to create a developmentally appropriate standards-based unit integrating science and mathematics.

GED 621 Block Scheduling: Curriculum and Teaching Strategies 1 credit

As schools strive to increase rigor and decrease distractions in the student's school experience, they are organizing the school day in longer blocks of time. Extended class periods challenge teachers to create classroom experiences that engage students in deep work. This course explores strategies for teaching effective lessons for 90-minute or longer classes. Teachers are encouraged to attend in teams from the same school.

GED 624 Visual Approaches to Teaching Mathematics 3 credits

Through the use of manipulatives, models, sketches and diagrams, students develop an understanding of mathematical concepts and processes. In doing the activities, students have the opportunity to experience mathematics in a rich and meaningful way by creating a conceptual basis for further study. At the same time, they become versed in a thinking style that is a hallmark for productive thinking in many areas. This course is appropriate for teachers of middle school students.

GED 627 Movement Arts for Students with Special Needs 1 credit

This intensive 1-credit course enables participants to learn and develop structures that allow children and adolescents with disabilities to use movement arts as a form of expression. Students first observe professional planning and programming of movement arts structures with children with disabilities, hear parents speak about how this program has affected their children and learn about this approach and how it has been implemented in other places. Then they plan and try out structures and explore ways to integrate these into their own classrooms.

GED 631 Development, Learning, and Individual Differences 3 credits

This course examines cognitive and social development across the life span, considering how development impacts on learning at all stages. Students carry out observations to assess a student's developmental level and plan appropriate intervention or instruction. The developmental perspective is compared to other frameworks for understanding individual differences. *Previously: Development and Education*

GED 632 Diagnosis of Learning Problems 3 credits

This course is designed as an introduction to the differential diagnosis of learning disabilities and other mild learning handicaps. Basic principles of assessment and measurement are reviewed. Emphasis is placed upon analyzing the nature of tasks which assess academic achievement, learning style, and cognitive abilities so that the unsuccessful learner's strengths and weaknesses may be discerned. Actual cases are used to demonstrate these principles. *Prerequisite: Special Education Degree or Concentration or permission of instructor*

GED 633 Legal and Professional Issues 3 credits

This course provides background in the legal rights and requirements that affect learners with disabilities and their families. Students explore models for providing services to individual students in a variety of settings. The interpersonal aspects of the special educator's job and current issues in special education are discussed.

GED 634 Consultation and Collaboration in the Schools 3 credits

This course provides educators and special educators with the framework and skills necessary for cooperation and collaboration among students and adults in the elementary and secondary school. Participants must be able to work with groups of students in a school or similar setting.

GED 635 Middle Grades Institute: Living and Learning in the Middle Grades 3 credits

This institute is a highly participating, reflective, collaborative experience aimed at improving learning and teaching in the middle grades (5-8). The institute provides a number of options from which participants build personalized schedules around intensive strands designed to address individual goals. Those wishing to earn credit toward Vermont's Middle Grades Endorsement and need to address the area of middle level curriculum and instruction or middle level organization may design a plan to do this.

GED 636 Special Topics: The Parallel Between Individual and Organizational Development 3 credits

In this seminar we explore change through an examination of the "learning" organization, its development, characteristics, and strategies. Part One develops concepts, tools, and strategies for observing, supporting, facilitating, and/or leading change. Part Two is a series of four once-a-month meetings during which participants use "learning organization" ideas to support or lead change in their own workplace.

GED 637 Dancing Across the Curriculum 3 credits

In this experience-based course, participants develop an understanding of the educational, artistic, social, physical, cognitive, and emotional benefits of kinesthetic learning. Open to all levels of dance experience, the instructor says, "If you can get yourself in the door, you can do the work!" The course provides a base of methods, technique, and rationale which enable educators to develop their own approach to using creative movement in the classroom. To expose them to different dance forms, participants attend three performances at the Flynn Theatre.

GED 638 Mainstreaming 1-3 credits

One, two or three credit courses designed to help teachers meet the needs of mainstreamed students. Topics have included Mainstreaming: Phonological Awareness Assessment and Training, and Classroom Interventions for Children Diagnosed with Attention Deficit Hyperactive Disorder.

GED 639 Special Topics in Science Education 3 credits

Courses are based on topics of current interest and are offered on a rotating basis. Two recent examples are Integrated Investigations in Plant-Based Science, and Earth's Web: Exploring the Interrelationships of Living and Nonliving Things.

GED 640 Language and Learning 3 credits

This course considers how deficits in language acquisition and usage affect a student's ability to learn in the classroom. Problems with vocabulary, sentences, and discourse are viewed from a framework that examines the structure of language, the ability to process verbal (oral and written) instruction, and the abilities necessary to use language for communication and for learning.

**GED 641A Instruction of Students with Learning Problems:
Elementary Level 3 credits**

This course provides an in-depth study of sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills are covered. The emphasis is on working with students in elementary school. This course includes a practicum.

**GED 641B Instruction of Students with Learning Problems: Middle
and Secondary Level 3 credits**

This course provides an in-depth study of sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills are covered. The emphasis is on working with students in middle and secondary schools. This course includes a practicum.

GED 648 Integrating the Arts into the Curriculum 3 credits

This course is designed to give educators the knowledge and skills necessary to integrate and assess the arts in any area of the curriculum. Integrated curriculum theories, creative instructional strategies, specific links to other "subjects," the *Vermont Framework of Standards*, Arts Assessment Project, and model programs where the arts are central to learning are examined. Participants are expected to develop, implement, and evaluate their own arts curriculum.

GED 649 Arts: The Creative Process 3 credits

Participants are guided to explore the creative aspects (as opposed to advanced craft or technique) of many different art forms including: writing, drawing, mask-making, music composition, acting, storytelling, dance, and choreography, to awaken their imaginations, reflect on their personal histories with making art, and discover new avenues of self-expression. Through their intensive involvement in the arts, students deepen their understanding of the creative process and its inherent value in the education of the whole person and the whole child. This course is equally appropriate for those who identify as artists and those who do not.

GED 650 Connecting History and Science 3 credits

What is the relationship between the plodding water-powered mills of our forebears' time and the high tech industries of today? Can scientific and historical concepts be successfully integrated in the curriculum? How can students learn history and science in a way that excites and challenges them. This course addresses these questions and others to develop a hands-on interdisciplinary approach to teaching science and history. Classes are held at the Shelburne Museum. Each day participants explore a scientific principle, learn of historical uses of that principle, and then work on connecting curriculum projects for students. Topics addressed in the course include: heat and energy, geography and topography, chemistry, simple machines, and a fall follow up focus on optics. Participants work closely with the museum's collections and research library as well as manipulative educational materials.

GED 653 Adult Development: Theory and Practice 3 credits

This course examines critical life issues around adult learning and development. Topics covered include: life, age and stage theories, models for facilitating growth and change in different settings, career development, and coping with transitions through the life course. Particular emphasis will be given to staff development in educational settings.

GED 654 Teaching Adults: Critical Education Praxis 3 credits

Recent research indicates that an increasing number of adults are requesting education and/or training at every level, yet educators rarely focus on the possibilities and challenges presented specifically by adult learners. Paulo Freire defines *praxis* as the true union of reflection and action. Our *praxis* includes exploration of teaching methodology and skills in a wide variety of adult learning situations, including literacy programs, the workplace, and higher education. Students develop methods and models appropriate to the current and/or prospective setting of participants, and experiment with techniques together. In addition, there are guest presentations by adult education practitioners.

GED 657 Extending the Writing Environment 3 credits

This course provides students an opportunity to re-examine writing as a process approach as well as to explore a variety of writing formats including responsive journals, academic, and double entry journals. Free writes and Don Graves "literate occasions" writings are used to explore personal traits as writers. A series of actions are explored to assist students in managing the classroom literate environment. A major emphasis of this course includes the development of portfolios. Participants review assessment criteria and develop an understanding of portfolios as an assessment tool.

GED 658 Developmentally Appropriate Practice: The Child as Curriculum (P/K - 4) 3 credits

This course focuses on the study of child development research and theory, and the implications of this knowledge as it relates to the design and implementation of a child-centered curriculum for grades pre/K through four. Topics such as: learning styles, multi-age grouping, use of space and time, project work, developmental assessment, and conferencing with parents are included.

GED 659 Integrating Music into the Classroom 3 credits

This course is designed to help teachers, regardless of their own musical proficiency, help their students use music as a vehicle for learning. The basis for understanding music as an intelligence is discussed in terms of Howard Gardner's theory and other theories. Students enrolled in this course explore their relationship with music and how their students can benefit from using music to access the curriculum. A variety of musical experience and teaching methods are explored. No specific degree of musical ability is required. All are welcome.

GED 660 Special Topics on the Changing High School 1 - 6 credits

Courses are based on topics of current interest and are offered on a rotating basis. A recent example is Teaching in an Essential School Classroom.

GED 661 Designing Programs for Children with Learning Disabilities/Problems 3 credits

Students design, implement, and evaluate instructional programs for learning disabled and other mainstreamed learners with disabilities. This is a school based practicum for students in the Special Education Program. *Prerequisites: GED 632, 641, 633*

GED 662 Implementing and Evaluating Instructional Programs 3 credits

Students design, implement, and evaluate instructional programs for students with learning problems. They work in school-based teams to conduct comprehensive evaluations and develop IEPs. An emphasis of this course is on developing partnerships with the families of students who receive special education services. *This is a school-based practicum for students in the Special Education Program. Limited to students completing the Special Education Program. Prerequisite: GED 661*

GED 664 Implementing a Consulting Program in the School 3 credits

Based on the knowledge learned in GED 634, students refine, extend, and apply the skills and strategies to function as a competent consultant and collaborative team member within school and community settings. The course focuses on promoting shared leadership and responsibility, communication, problem solving and conflict resolution strategies associated with the process of school change, and the development of adult collaborative teams. Students spend significant time working in teams to gain new information, practicing skills and strategies, and applying problem solving to "real life" challenges. Students implement a project in their professional setting utilizing the skills and strategies outlined above. *Limited to students completing the Special Education Program. Prerequisite: GED 634 (GED 633 also recommended).*

GED 666 Middle School Readers and Books 1 credit

An opportunity for teachers of grades 4-8 to become acquainted with recent children's literature, this course focuses on powerful books that form the basis for a school literature program or integrated into thematic cross-disciplinary units. Fiction and non-fiction are presented from recent DCF lists and school applications are discussed. Students are expected to read approximately 12 children's books and complete a paper or project.

- GED 667 Drama as a Teaching Tool 3 credits**
 Drama is a neglected area in the school curriculum and yet it is one of the most engaging tools an educator can employ. Designed for all levels of acting and teaching experience, this course presents ways to integrate drama into K - 12 curriculum of literature, social studies, and science. Techniques presented bring lessons to life and allow educators to respond effectively to different learning styles and intelligences. Topics include creative drama activities, theater games, teaching in character, and developing improvisations into plays.
- GED 668 Wishes and Dreams 1 credit**
 An introduction to poetry for children from early childhood through the middle school years. Emphasis is on awakening children to the delights of hearing, reading and writing poetry, and helping parents and teachers develop ideas about how they can guide children in this process.
- GED 669 Storytelling and Folklore 2 credits**
 In every culture around the world folktales have been passed from generation to generation through storytelling. Students revive this ancient art by studying different sources of traditional folklore and learning various presentation techniques. Emphasis is on the uses of storytelling and folklore in schools and libraries.
- GED 670 Bringing History to Life Through Drama: A Creative Forum for Arts, Social Studies, and Literature 3 credits**
 This course helps students put a face on the ordinary people who lived in America between the late 18th and early 20th centuries. The class puts integrative curriculum theory into action by using the innovative summer camps sponsored by the Flynn Theatre at the Shelburne Museum as models. Participants investigate themes of industrialization, westward movement, and rural life using literature, artifacts, primary resources, and creative drama and movement techniques. Activities translate easily to the classroom with connections to the social studies and reading curriculum. (This class fulfills the GED 648 Integrating the Arts into the Curriculum requirement for the Integrating the Arts into Education master's concentration.)
- GED 672 Special Education in the Regular Classroom 3 credits**
 In this class, participants become familiar with the characteristics of students with mild to moderate learning difficulties through case study and observation. We discuss basic skills instruction, strategy instruction, and modifications for whole class instruction. Special education law and models for service delivery are covered. Emphasis is on the elementary grades.
- GED 673 Special Topics in Arts Education 1 - 3 credits**
 Courses are based on topics of current interest and are offered on a rotating basis. Examples of this course include: Exploring History through the Performing Arts, Multi-cultural Arts Education, and How to Integrate Dance Composition into Curriculum. Many of these courses are offered in collaboration with the Flynn Theatre.
- GED 676 Perspectives in Children's Literature: 1985-1995 3 credits**
 This course surveys the best children's literature since 1985, from picture books to young adult novels, with a focus on the variety of cultural viewpoints (both within and outside

the U.S.). Topics such as families, AIDS, truth and honor, space exploration, the Vietnam War, city life, and South Africa are explored for a range of ages, using both fiction and non-fiction. Students read extensively; a list of core books will be available upon registration.

GED 677 Social Foundations of Education

3 credits

This course introduces and engages current and prospective educators to the sociology, philosophy, and history of education as applied to current and future educational systems in the United States. Readings and other course resources present a variety of perspectives, and issues are discussed in terms of the problems and possibilities of transformative education in our society. Emphasis is placed on the questions of school purpose, the nature of knowledge as practiced and understood, and the tensions between transmission and transformation of the culture.

GED 678 Aesthetic Perspectives on Culture and Education

3 credits

This course is designed to help students understand and critique the cultural images which shape and give meaning to aesthetic perspective. By juxtaposing narrative with myth, performance with ritual, truth with ambiguity, and beauty with wisdom, students examine the ways in which "aesthetics" impact educational choices. In addition, the aesthetic influences and dependency on social, economic, and political forces are encountered by engaging in creative expression, contemplative dialogue, imagination, profundity, play, and reflection.

GED 679 Arts Institute: Making Connections

3 credits

This course is constructed as a week-long intensive residential arts institute. Participants choose a concentration such as dance, drama, book making, animation, multimedia, or music and experience intensive studio time guided by a leading artist. In addition, participants sample all art forms through experiential workshops followed by evening performances or gallery visits. A common thread that runs through all courses in the institute is reflection and critique. Participants are asked to complete assignments during the two weeks following the institute.

GED 681 Grant Writing

1 credit

This is an introductory "how to" course on research tools, budget preparation, and proposal writing for grant seekers. Students prepare a proposal to a foundation or federal agency.

GED 683 Multimedia Design and Development

3 credits

This course builds on skill and knowledge acquired in the Multimedia Technology (GED 596) course. A general working knowledge of Microsoft Windows and multimedia technologies is required. Students learn instructional and general multimedia interface design concepts and implement a significant multimedia application using their own content and design. Students should come to the course with an application idea that they would like to implement during the course.

GED 684 School: A Social Institution

3 credits

This course introduces current and prospective educators and administrators to the sociology of education, especially as regards American Schools in the present. Readings and other course resources emphasize a variety of perspectives. Particular emphasis is

placed upon how these ideas inform decision-making in classrooms, schools, and society, and the roles of gender, class, and race in mediating definitions of equality and equity.

- GED 686**

Independent Study

1 - 6 credits
- GED 687**

Directed Readings

1 - 6 credits

These courses allow matriculated students to study special topics in depth. The student and instructor submit a proposed course description and an “Independent Study Learning Contract” to the Academic Advisor using guidelines provided by Graduate Programs in Education. After approval by the academic advisor, the course proposal must also be approved by the Director of Graduate Education Programs and the Dean of the Prevel School. Registration must be completed by the third week of the semester.

- GED 688**

Practicum

3 - 6 credits

Practicum experiences allow students to apply theory in a setting related to their area of study.

- GED 688A Elementary Practicum (K-6)
- GED 688B Middle (5-8) & Secondary (7-12) Practicum
- GED 688C Administrative/Principal Practicum and Portfolio
- GED 688D Reading Teacher Practicum
- GED 688E Klein Practicum
- GED 688F Adult Education Practicum
- GED 688G Arts in Education Practicum

- GED 692**

Seminars in Special Education

1 - 4 credits

These are independently designed seminars, based on work done in a prior course.
Prerequisite: Relevant prior graduate course. Students pre-arrange this with the Director of the Special Education Program.

- GED 695**

Investigating Science and Loving It: Constructivist Science and Curriculum Connections

3 credits

The course is designed to help both the reluctant and experienced science teacher to encourage children to become avid learners. Participants explore constructivist teaching methods and how to integrate science throughout the elementary curriculum.

- GED 696**

Philosophy of Education

3 credits

In this course, current and prospective educators explore the philosophical underpinnings of education in our society, and acquire the tools of the discipline to analyze current issues in schools. Readings and other course resources represent a wide variety of perspectives, including perennialism, essentialism, progressivism, and reconstructivism, and educators develop their own informed statements of educational philosophy. Particular emphasis is placed on the application of philosophy to school and classroom experience.

- GED 699**

Capstone Seminar in Graduate Education

3 credits

This course is designed to support students as they complete their capstone experience in the graduate education program. Classes meet throughout the fall semester as students carry out a project related to their field of study and write about this work in a paper. During January and February the class meets several times as students prepare presentations of their work. **Students are required to submit a proposal describing their projects when they register for the class.**

TEACHING ENGLISH AS A SECOND LANGUAGE

HISTORY AND PHILOSOPHY

The Saint Michael's College School of International Studies has provided graduate study in Teaching English as a Second Language since 1962. Its faculty averages more than 15 years of experience per person and its students have been drawn from more than 60 countries, including the United States. Graduate students have access to a reference collection in the Saint Michael's Library. Students also have a variety of teaching practicum options. They may work with students in the School's Intensive English Program, University Academic Program, specially designed programs for refugees and immigrants, ESL programs for children in area public schools, or even in TEFL programs in many countries around the world.

The approach of the program is to offer theoretical and methodological training integrated with practical coursework, which will allow graduates to assume instructional and administrative roles in programs of Teaching English as a Second or Foreign Language in the United States and abroad. There are currently three program options in graduate TESL study: The Master's Program in Teaching English as a Second Language (MATESL), The Advanced Certificate Program in TESL, and the Institute in TESL. In addition, the School offers a non-credit intensive summer professional training program in TESL/TEFL: The Diploma Program. This 210-hour program covers all essential aspects of English language teaching from a practical classroom perspective.

OBJECTIVES

- To provide an overview of current linguistic and second language theory and practices
- To provide applied training in all areas of language skill instruction
- To provide experience in special areas such as testing, curriculum and materials development, and use of audio-visual techniques and equipment
- To prepare graduates to assume professional roles or pursue continued graduate study
- To prepare graduates with the cross-cultural competencies and sensitivity necessary to work with diverse national groups

MASTER OF ARTS IN TEACHING ENGLISH AS A SECOND LANGUAGE (MATESL)

ADMISSION REQUIREMENTS

Applicants for TESL Graduate Programs must have a B.A. or B.S. degree with at least a "B" average from an American college or university or its equivalent from a foreign university. Applicants for whom English is not a native language must have a TOEFL score of 550

or better. Those who lack the required English proficiency must follow an Intensive English program either at Saint Michael's or at some other institution and reapply before entry into the program.

APPLICATION PROCEDURES

- A. Official transcripts of all undergraduate work, mailed directly from the institution(s) attended to: School of International Studies, MATESL program, Saint Michael's College, Winooski Park, Colchester, Vermont 05439, U.S.A.
- B. Three letters of recommendation from persons qualified to assess applicant's attitude and preparation for graduate study.
- C. An application fee of \$2500 payable in U.S. funds enclosed.
- D. A letter of support (for international Students only).
- E. Statement of purpose.
- F. A recent photograph (optional).

DEGREE REQUIREMENTS

Students must successfully complete thirty-six (36) credits (12 courses) from the following:

Required Courses: (24-27* credits)

- * GSL 500 Introduction to Language and Linguistics
- GSL 501 English Phonology
- * GSL 502 English Grammar
- GSL 506 Communication Skills (for non-native speakers)
- * GSL 542 Theory and Method in Second Language Teaching
- * GSL 543 Teaching Oral Skills in ESL/EFL
- * GSL 544 Teaching Reading and Writing in ESL/EFL
- GSL 685 Practicum I: Seminar/Observation
- GSL 688 Practicum II: Classroom Teaching

Elective Courses: (12 or 9* credits depending on required course credits)

- GSL 503 Problems and Theory in Grammar
- * GSL 520 Computer Assisted Language Learning
- GSL 560 Culture and Communication Workshop
- GSL 561 Working with Textbooks: Using Course Texts Effectively
- GSL 562 Audio Visual Communication (Non- Computer) in ESL/EFL
- GSL 563 English for Special Purposes (ESP)
- GSL 564 Literature in ESL/EFL
- GSL 565 Grammar in the Classroom
- GSL 575 Ideas that Work in TESL
- GSL 600 English Vocabulary and Semantics
- GSL 601 Studies in American Culture
- GSL 602 Intercultural Communication
- GSL 603 Selected Topics in Applied Linguistics
- GSL 604 Second Language Acquisition

- GSL 605 History of the English Language
- GSL 606 Course and Syllabus Design in ESL/EFL
- GSL 607 Issues in Sociolinguistics
- GSL 608 Discourse/Error Analysis: Practical Implications for Second Language Teaching
- GSL 609 Contrastive Linguistics
- GSL 611 Pragmatics
- * GSL 612 Bilingualism and Multicultural Education
- GSL 615 Psycholinguistics
- GSL 620 Testing and Evaluation in TESL
- * GSL 655 Language Learning and Assessment for Children
- GSL 670 Independent Study in TESL/TEFL
- GSL 689 Special Seminar in TESL
- GSL 690 Thesis Research Seminar
- GSL 691 Thesis

Note: International students are required to take GSL 506, Communication Skills, as a core requirement.

***INFORMATION ON K-12 ENDORSEMENT**

A K-12 ESL Endorsement was adopted by the Vermont State Board of Education in February 1997. The School of International Studies, in conjunction with the Graduate Education Department, has prepared a program of studies to meet the competencies of the endorsement. State approval for the proposed program is pending. In addition to courses marked with an *, Graduate Education Courses and a Student teaching component will be required. Inquire at the School of International Studies Office for details.

THESIS OPTION

Students who desire the MATESL degree with a thesis will be required to complete a total of 39 credits which must include GSL690, Thesis Research Seminar (3 credits), and GSL691, Thesis (3 credits).

A thesis is a work of original research on a topic pertinent to the field of TESL/Applied Linguistics and must be written under the direct supervision of an MATESL faculty member. In addition to the thesis supervisor, a committee of two to four additional members, selected by the student in consultation with the supervisor, must approve the thesis. Two of the additional committee members must be Saint Michael's faculty and at least one of them must be an MATESL faculty member; additional members may be nominated either from Saint Michael's faculty or from other institutions.

Thesis-option students will be required to deliver a presentation of the results of their research in lieu of the oral examination required of non-thesis-option students.

A grade of "XT" (Extended for Thesis Work) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue in the following semester. To receive this temporary grade, the student must submit to the Registrar's Office a form, signed by the thesis supervisor, requesting the grade for the following

semester. In addition to the semester following enrollment in the course, the student and the supervisor may request that the “XT” be continued for one more semester, after which, if the thesis is not complete, a grade of “NP” (No Pass) is assigned. The student will be charged the equivalent of one credit for each semester the “XT” grade is carried. Students who receive a grade of “NP” or those who withdraw from GSL691 may take the oral examination and receive the MATESL degree without thesis.

THE ADVANCED CERTIFICATE PROGRAM IN TESL

The Advanced TESL Certificate Program, an 18/21-credit sequence, is an option within the full MATESL Program. It is of particular interest for those who do not wish to pursue a full Master's program or who have special training objectives in mind. Certificate courses may be applied to the MATESL program. Admission requirements are the same as for the MATESL program. The Certificate can be earned over two summer periods or two semesters or on a part-time basis.

Required Courses:

- GSL 501 English Phonology
- GSL 502 English Grammar
- GSL 506 Communication Skills (for non-native speakers only)
- GSL 542 Theory and Method in Second Language Teaching
- GSL 543 Teaching Oral Skills in ESL/EFL
- GSL 544 Teaching Reading and Writing in ESL/EFL
- GSL 685 Practicum I: Seminar/Observation

THE INSTITUTE IN TESL

The Institute is a nine-credit professional program for native and non-native teachers of English as a Second Language. The Institute is intended for students who desire a short-term training opportunity for special study of the phonology and syntax of English and of methods, procedures, and techniques for teaching English as a Second Language. Institute courses may be applied to the MATESL program. Admission requirements are the same as for the MATESL program.

Required Courses:

- GSL 500 Introduction to Language and Linguistics,
- GSL 542 Theory and Method in Second Language Teaching , and
- GSL 543 Oral Skills in ESL/EFL
- OR
- GSL 544 Teaching Reading and Writing in ESL/EFL

DIPLOMA PROGRAM IN TESL

The Diploma Program is a non-credit intensive, eight-week professional training program offered in summers for teachers and prospective teachers of English as a second or foreign language. It covers all essential aspects of English language teaching from a practical classroom perspective.

ADMISSION REQUIREMENTS FOR DIPLOMA PROGRAM

Applicants must have a minimum of a high school diploma. A TOEFL score of 550 or better is required for applicants whose native language is not English.

Required Courses

The program is divided into three component parts that must be taken in sequence: An Introduction to TEFL Methodology, mini-courses on selected topics, and a hands-on teaching practicum.

Part I: Introduction to TESL/TEFL Methodology.

This 60-hour course meets for six hours per day and offers a wide variety of topics on methodological principles of English language teaching. Some of these topics will be further developed in Part II.

Part II: Mini-courses.

Each of the mini-courses is designed to explore in greater depth the major areas of English language teaching, most of which will have been briefly introduced in Part I.

The mini courses are as follows:

- Teaching Integrated Skills (listening, speaking, reading, & writing), 40 hours
- Teaching Grammar, 20 hours
- Technology in ESL/EFL, 20 hours
- Assessment & Testing, 20 hours
- Selected Topics, 20 hours

Part III: Practicum.

The 30-hour practicum experience consists of classroom observation leading up to supervised teaching of small groups of English learners. Special attention will be given to lesson planning and classroom management issues. Detailed feedback and constructive criticism will be provided by the practicum instructor.

SPECIAL NOTES

Students may complete the MATESL Program in two semesters and summer coursework on a full-time continuous basis. Some students may require or desire an additional term of study to perfect skills. The degree may also be earned over three or four summers of full-time studies or over two summers and three or four academic semesters on a part-time basis. Students may enter the program in June, September, or January, and must apply at least 90 days prior to the first class meeting of any term.

No more than 12 credits may be taken during each of the Fall and Spring Semesters without written approval. There are three Summer Sessions: first, second, and late. No more than 9 credits may be taken in the Second Summer Session and no more than 12 credits may be taken during the total summer period.

Students may also petition to take two graduate courses from the Master of Education Program. Students with fewer than 12 undergraduate credits in Education should consider taking 6 credits in Education courses.

In addition to these course requirements, students must file a candidacy form after 6 to 9 credit hours have been completed and must complete an oral comprehensive examination during the last semester of their program. Guidelines are provided in the "Handbook for Students in the TESL Graduate Programs," which is sent to the student with their letter of admission.

COURSE DESCRIPTIONS: TEACHING ENGLISH AS A SECOND LANGUAGE

GSL 500 Introduction to Language and Linguistics 3 credits

This course provides an overview of topics and issues in language and linguistics today. It covers basic concepts and terminology in the major areas of linguistics and communication: phonology and phonetics, morphology, syntax, semantics, sociolinguistics, pragmatics, psychology of language, and language acquisition. In addition to readings from the text, there will be assigned readings in areas of special interest. *Note: Priority registration for new students. Others admitted as space is available.*

GSL 501 English Phonology 3 credits

The principles of articulatory phonetics and an outline of American English phonology are introduced in this course. Beginning research into contrasts between English and other languages is supported by class analysis and discussion. The course includes the application of articulatory phonetics to ESL/EFL classroom procedures for the teaching of pronunciation. *Note: This course should be taken early in the program.*

GSL 502 English Grammar 3 credits

This course provides an introduction to various approaches to the study of grammar, with special attention to areas of difficulty for learners of English as a second or foreign language. A basic outline of the structure of English is presented. *Note: This course should be taken early in the program.*

GSL 503 Problems and Theory in Grammar 3 credits

This course focuses on grammatical areas that are particular problems for teachers and learners of English as a second or foreign language. Whenever possible, contrastive data from other languages are elicited and discussed. Students have the opportunity to apply grammatical analyses to teaching points.

Prerequisite: GSL 502 or permission of instructor

GSL 506 Communication Skills 3 credits

This course is required of all non-native speakers of English enrolled in TESL Graduate Programs. It provides amelioration of listening, speaking, reading, and writing skills for academic purposes and offers practice in the rhetorical conventions for written composition and oral presentation in English. Course content for readings, written work, and oral

presentations is specifically focused on the areas of linguistics and language teaching.

Note: This course should be taken early in the program.

GSL 520 Computer Assisted Language Learning 3 credits

This hands-on course focuses on the uses of computer technology in English language teaching and includes a review of the research regarding its effectiveness. Students will learn about the variety and extent of software available for classroom use, including commonly used K-12 software, and how to evaluate it and incorporate it into lessons to enhance learners' skills. Uses of E-mail, discussion lists, and the Internet as well as multimedia programming will be introduced and practiced.

GSL 542 Theory and Method in Second Language Teaching 3 credits

This course addresses the history and current realities and objectives of the field of Second Language Learning and Teaching. Using a comparative approach to current methodologies, students receive applied training in approaches for vocabulary building, pronunciation, grammar, reading, and writing instruction. *Note: This course should be taken early in the program.*

GSL 543 Teaching Oral Skills in ESL/EFL 3 credits

Demonstration and discussion of materials and techniques for teaching the skills of listening, speaking, and pronunciation, along with relevant theoretical issues, are the focus of this course. Instructional techniques for the presentation, explanation and practice of grammar are also included. Micro-teaching techniques are employed.

GSL 544 Teaching Reading and Writing in ESL/EFL 3 credits

The focus of this course is to prepare students in the teaching of English reading and writing skills and vocabulary development and expansion. The course provides discussion of materials and techniques, technique demonstrations, and micro-teaching experiences. Special attention is directed to assisting prospective teachers in the selection of appropriate instructional methods and materials for learning groups at various levels of English proficiency.

GSL 560 Culture and Communication Workshop 3 credits

This workshop is intended to provide both practical and theoretical insights into challenges and difficulties in human communication which result when representatives of different cultures interact. The workshop helps to expand the students' knowledge of themselves culturally and their capacity to appreciate and deal with differences in others and helps them see themselves in an international perspective.

GSL 561 Working with Textbooks: Using Course Texts Effectively 3 credits

This course presents a framework for evaluating current ESL/EFL textbooks. We examine a range of course books at different proficiency levels: skills-based texts, traditional texts, communicative texts, and special purpose texts. Classroom activities include deciding when to omit, add, adapt or replace a portion of a text and choosing suitable materials for supplementation. Students complete a project related to textbook evaluation and adaptation.

GSL 562 Audiovisual Communication (Non-Computer) in ESL/EFL 3 credits

The workshop is designed to help teachers understand the advantages and limitations of the various media by learning how to operate the equipment successfully. Participants practice the basics of visual and verbal language. This is a "hands-on" workshop in the effective classroom use and value of overhead projectors, film and filmstrips, video cameras, closed caption, audio cassettes (Language Lab) and visualization in the teaching/learning process.

GSL 563 English for Special Purposes (ESP) 3 credits

Participants in this course address the language objectives of non-native speakers of English in specialized areas: business, science-technology, diplomacy, and academic fields. Using a case-study approach, students learn to assess skills, identify needs, organize materials, and design mini-programs for ESP students. No background in specialized fields is necessary.

GSL 564 Literature in ESL/EFL 3 credits

Utilizing the various literary genres, the participants examine and explore creative ways of helping ESL/EFL students understand and interpret literature more effectively in their study of language and exploration of self and others. Special attention is given to interactive and collaborative student-centered learning activities.

GSL 565 Grammar in the Classroom 3 credits

This is a practical, hands-on workshop in which a number of important grammar points are examined from the point of view of the classroom teacher. Our cooperative efforts will be directed toward the development of appealing and creative contexts and activities for the presentation and practice of these points.

GSL 575 Ideas That Work in TESL 3 credits

The course consists of an examination of new techniques in the four language skills, with discussion of the theory behind them. Students practice these techniques in class through micro-teaching. Special attention is paid to the communicative aspect of language use, drama techniques, and the use of games, role-play and simulation. Students explore innovative ways to deal with grammatical structures and other problem areas of English.

GSL 600 English Vocabulary and Semantics 3 credits

This course presents a study of word-forming patterns of English and a description of types and sources of the vocabulary with an eye to the "learning load," introduction to the principles of semantics, "meanings" of words and sentences, and a consideration of cross-cultural indexing.

GSL 601 Studies in American Culture 3 credits

Readings, films, and discussions on selected topics are used to illustrate and highlight American patterns of thinking, assumptions, values, and cultural norms. Contrastive data from other cultures are an important part of the course.

GSL 602 Intercultural Communication 3 credits

Lectures, readings, case studies, films and cross-cultural simulation exercises form the basis of discussions on the following topics: theories of communication, culture and perception, stereotyping, prejudice, ethnocentrism, culture shock, and nonverbal communication.

GSL 603 Selected Topics in Applied Linguistics 3 credits

This course addresses psycholinguistics and the teaching of reading in ESL, error analysis in the classroom, studies in second-language acquisition, and problems and practices involved in large-group instruction. The course consists of readings, discussions, and student projects in each area of inquiry.

GSL 604 Second Language Acquisition 3 credits

This course introduces language teachers to the major issues of second language learning. These issues include the nature of true bilingualism, the relationship between the acquisition of one's native language and languages learned after childhood, and biological and social constraints on second language acquisition. Contending models of second language acquisition will be evaluated, and applications to language instruction will be demonstrated with examples from language learners.

GSL 605 History of the English Language 3 credits

This survey course includes both the inner and the outer history of the English Language. In addition, it addresses several areas of specific interest such as phonological and grammatical change, early literature, usage development, and other major developmental components of the English language.

GSL 606 Course and Syllabus Design in ESL/EFL 3 credits

This course examines the bases of curriculum and syllabus planning for both ESL and EFL programs. Aspects of the course include assessing the needs of different groups of learners, setting realistic goals for a program, surveying existing programs, examining the separate purposes of curriculum and syllabus, and examining various syllabuses for strengths and weaknesses. Participants in the course are asked to relate this information to a particular teaching situation and to develop an outline of a curriculum and an appropriate syllabus for this situation.

GSL 607 Issues in Sociolinguistics 3 credits

This course focuses on the application of sociolinguistics research to classroom language teaching in ESL and EFL. Students have an opportunity to review relevant studies in this area and to develop their own proposals for sociolinguistic research.

GSL 608 Discourse/Error Analysis: Practical Implications for Second Language Teaching 3 credits

The purpose of this course is twofold: (a) to examine approaches in discourse/error analysis of second language learners' written and spoken language, and (b) to provide an opportunity for MATESL students to analyze real data, written or spoken, produced by ESL students and to design instructional materials based on their analyses. Topics include the value of learners' errors in materials development; sources and causes of errors in multi-level, multi-cultural ESL classes; advantages and techniques of error analysis; and the significance of discourse analysis in teaching grammar, vocabulary, and written and spoken language.

GSL 609 Contrastive Linguistics 3 credits

This course examines various views of language and language study, gives a historical overview of the Contrastive Analysis (both predictive and explanatory versions) vs. the Error Analysis Hypothesis and of different models of linguistics and L2 learning that

these two distinct hypotheses advocate. Focusing on the strengths and weaknesses of these two hypotheses, the course also evaluates pedagogical strategies and instructional materials that they recommend. It finally offers students a practical technique to analyze the L2 learners' language problems.

GSL 611 Pragmatics

3 credits

This course studies the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used. The course examines how the interpretation and use of utterances depends on knowledge of the real world; how speakers use and understand speech acts; and how the structure of sentences is influenced by the relationship between the speaker and the hearer.

GSL 612 Bilingualism and Multicultural Education

3 credits

This course explores the issues of bilingual acquisition, development, and education, with special reference to the needs of linguistic minority children in the United States. It will also address the related concerns of acculturation, cognitive development, curricular alternatives, and assessment procedures for children whose school language is different from their first language. Major topics in the course include types of bilingualism, bilingual acquisition, and processing; bilingual education policies and programs; language planning in multilingual societies; sociopolitical and sociocultural concerns; multicultural awareness; and implications for teachings.

GSL 615 Psycholinguistics

3 credits

This course examines the relationship between linguistic behavior and cognitive functions such as memory, attention, and conceptualization. Topics include thought and language, comprehension and production processes, L1 vs L2 acquisition, and processing disorders in language and sign languages.

GSL 620 Testing and Evaluation in TESL

3 credits

This course provides review of a number of current methods for classroom and standardized language testing and evaluation. Particular emphasis is placed on discrete point versus integrative approaches, with special attention to classroom tests. Alternative testing objectives for different types of students (general academic, EFL, ESL, survival students, etc.) are considered. The course ends with discussion of less traditional approaches to language evaluation and a look toward future trends which may be developing in the field.

GSL 655 Language Learning & Assessment for Children

3 credits

This course introduces ESL/EFL and mainstream teachers to the following topics concerning school-age children: methods, materials, content area and whole-language adaptation, assessment, and curriculum development. Special attention is given to children's cognitive, sociocultural, and linguistic needs.

GSL 670 Independent Study in TESL/TEFL

3 credits

Restricted to candidates with sufficient background to allow self-directed study in a designated area of inquiry. An independent study course cannot be approved until the student has selected an instructor who is willing to supervise the study. The student must then submit an independent study proposal which has been approved by the supervising instructor. Along with this proposal, an MATESL Independent Study form must be submitted at the time of registration.

A final report includes an annotated bibliography in the area of study, reviews of current articles and/or text materials as directed by the supervising instructor, and a paper presenting the findings of the study, to be placed in the library.

GSL 685 Practicum I: Seminar/Observation

3 credits

Students meet in weekly seminars to discuss aspects of classroom procedures including needs assessment, goals, and objectives; lesson planning; classroom dynamics and management; evaluating textbooks and materials; and microteaching. Classroom observations and working with students in capacities such as tutors or conversation partners are required. It is recommended that this course be taken in the student's second semester in the program.

GSL 686 Practicum in TESL

3 credits

This Practicum is open to students in the Advanced Certificate Program or those MATESL students who began their program prior to Fall 1996 and who prefer a one-semester practicum. Students meet in weekly seminars to discuss aspects of classroom procedures: goals and objectives, course and syllabus design, writing lesson plans, evaluating textbooks and materials, classroom observation and practice teaching. Restricted to students who have completed GSL 501, 502, 542, 543 and/or 544.

GSL 688 Practicum II: Classroom Teaching

3 credits

Under the direction of the Practicum instructor with the participation of a "mentor teacher," students serve as classroom interns for a semester. Activities include classroom observation, conferences for planning and feedback, and a minimum of 30 hours of teaching. Internships are arranged in SIS programs, area schools, and a variety of institutions overseas. It is recommended that this course be taken in the student's final semester and is restricted to students who have completed GSL 501, 502, 542, 543 and/or 544.

GSL 689 Special Seminar in TESL

3 credits

A summary of bibliographical and research resources in TESL. Readings and discussions on selected topics vary, but they center on current issues, principles and problems in second language teaching and in TESL in particular. Each student is also required to choose a special topic for more detailed study and to make oral and written reports on it to the seminar.

GSL 690 Thesis Research Seminar

3 credits

This course is a prerequisite for students who wish to enroll in GSL 691, *Thesis*, and is also open to other students who desire a comprehensive introduction to qualitative and quantitative research design and methodology. Current research in TESL and related fields will be surveyed and the process and mechanical conventions and requirements for writing a thesis will be introduced. Students will select a thesis topic, identify prospective thesis supervisors, carry out a literature review, and complete a thesis prospectus. Any students who do not intend to complete a thesis will conduct a research project to be determined in consultation with the instructor.

GSL 691 Thesis

3 credits

Registration for this course is restricted to students who have successfully completed GSL 690 and have had their thesis prospectus approved by their thesis supervisor. A thesis is a professional quality research project that contributes to the existing body of knowledge in the TESL/Applied Linguistics fields. Students are required to present the results of their thesis research in a public colloquium in lieu of the oral examination requirement. *Note:*

This course is offered on a pass/no pass basis only.

THEOLOGY AND PASTORAL MINISTRY

HISTORY AND PHILOSOPHY

The Master of Arts in Theology began in 1962, and is one of the oldest summer-based programs in the United States with a tested curriculum and a proven record. The program is small enough to provide a cohesive student body, and large enough to afford the resources for a wide selection of courses and teachers. The Theology and Pastoral Ministry Program emphasizes the development of the whole person in the context of a Christian community. Theological studies, liturgy and prayer, and recreational activities are all integral elements of the program. The faculty members and most students reside on campus, and this contributes to the atmosphere of friendship and community for which Saint Michael's is well known.

Class size usually varies between fifteen and thirty students. This gives ample opportunity for personal attention and consultation with the teachers. Additionally, because teachers reside on campus, they are easily accessible. The majority of courses are offered during the summers for one, two and three weeks duration. During the regular academic year selected courses are offered during the Fall and Spring semesters. The Theology and Pastoral Ministry program also offers two kinds of certificates: the Graduate Certificate and the Certificate of Advanced Specialization.

OBJECTIVES

The curriculum is a threefold combination of core requirements, concentration requirements, and electives. This provides students with an excellent scriptural and theological foundation, while maintaining a great deal of latitude and choice of courses. This combination best serves the needs of the student, the ministry, and the Church. The core establishes the necessary foundation, the concentration allows for specialization, and the electives allow students to select courses in view of personal needs and ministry.

MASTER OF ARTS IN THEOLOGY (M.A.)

ADMISSION REQUIREMENTS

General admission requirements and procedures are to be found in the Admissions section of this catalogue. Special prerequisites for this program are as follows:

1. Bachelor's degree in arts, science, philosophy, theology or education with a 2.5 average, or the equivalent in another country.
2. A minimum of twenty-four credits in theology and other humanistic disciplines such as philosophy, psychology, sociology, and literature is required. Ideally, students should have at least two courses in Scripture and/or Theology in their undergraduate background. Candidates who lack these prerequisites may take

them concurrently with degree work (usually without graduate credit) or may agree to take more courses than required by the degree or, in some cases, may use some of their electives to make up this background. Details are available on request.

APPLICATION PROCEDURE

1. A completed application form supported by the following:
 - a. Official Transcript(s) of all undergraduate and graduate work mailed directly from the institution attended to the Office of Graduate Theology and Pastoral Ministry.
 - b. Application fee for credit students.
2. An interview with the Director of the program, either in person or by telephone.
3. Notification of Admission Decision.
Applicants are notified of the admissions decision after their file is complete and all requirements of the admission process have been satisfied.

PROGRAM REQUIREMENTS

Students are generally free to choose their courses within the required areas of study, but some concentrations require specific courses. If possible, first courses in Old Testament, New Testament, Moral Studies, and Liturgical Studies should be introductions to these fields. The programs outlined below represent the minimum requirements. Students may use some of their electives for additional courses in their area of concentration or another area of interest.

DEGREE REQUIREMENTS

1. **Core Requirements** - A certain number of courses in Scripture and Theology are required, but the student has a wide discretion in the choice of particular courses within each area. The areas and their corresponding courses are as follows:
 - a. *Scripture* - A full cycle is given over a period of approximately three years. The Old Testament courses include: Introduction to the Old Testament, Pentateuch, Prophets, Writings. The New Testament courses include: The Synoptics, Saint Paul, Johannine Literature, and other specialized courses.
 - b. *Systematics* - Two courses are required in this area from a selection which includes: Principles of Systematic Theology, Christology, Ecclesiology, Grace and Eschatology.
 - c. *Liturgy* - Course offerings in this area include: Worship of the Church, Eucharist, and Sacraments of Initiation.
 - d. *Moral* - Several courses are offered in this area.
2. **Concentration Requirements** - These courses are specific to each concentration and are explained below.
3. **Elective Courses** - In addition to the Core Requirements and the courses in each Concentration, the student may choose from a number of elective courses. A broad selection of courses is offered each summer in order to provide the students with ample discretion in the choice of elective courses.

Every course offered in the core and concentration areas can also serve as an elective. Beyond that, other courses are offered according to need, interest and availability of faculty. These have been drawn up to allow students to personalize and construct their own curriculum in large part, and thus satisfy their own needs and those of their apostolate or ministry. Courses are scheduled on a rotating basis. For a partial listing of these courses refer to the specific course listing below.

Clinical Pastoral Education (CPE) is offered each summer in cooperation with the Fletcher Allen Health Care (FAHC) in Burlington. Further information on the FAHC program and the application of credit towards the degree for other approved CPE programs is available on request.

CONCENTRATIONS

Religious Education Concentration

This concentration is designed to prepare students for teaching religion at the elementary and secondary school level, for those involved in adult education, for coordinators or directors of religious education, and for those seeking renewal or some continuing education and formation.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses, three electives. The student must take GTH 530 Foundations of Religious Education in either the first or second year. Students must take one other special course in Religious Education (e.g., children, youth, adult, family, special education). With approval, the third concentration course may be taken from the Education or Psychology Departments. For candidacy to the degree, the student must follow the sequence under 1, 2, and 3 in order to qualify. Areas 4, 5, 6, 7, 8, can be taken in any order.

1. *Foundations of Religious Education.* First or second year.
2. *Old Testament Studies.* First or second year.
3. *New Testament Studies.* First or second year.
4. *Systematics.* Two courses. Any year.
5. *Liturgical Studies.* Any year.
6. *Moral Studies.* Any year.
7. *Concentration Courses.* Two additional courses. Any year.
8. *Three Elective Courses.* Any year.

Pastoral Ministry and Spirituality Concentration

This concentration is designed particularly for those in the ministerial areas such as counseling, campus ministry, youth work, adult work, hospital ministry, work with the sick, retreats, or parish ministry.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses, three electives. The three elective courses also may be used in the Ministry area. With approval, some courses may be taken in the Psychology Department. For candidacy to the degree, the student must follow the sequence under 1, 2, 3 in order to qualify. Areas 4, 5, 6, 7, 8 can be taken in any order.

1. *Introduction to Pastoral Counseling*. First or second year.
2. *Old Testament Studies*. First or second year.
3. *New Testament Studies*. First or second year.
4. *Systematics*. Two courses. Any year.
5. *Liturgical Studies*. Any year.
6. *Moral Studies*. Any year.
7. *Pastoral Ministry and Spirituality Studies*. At least two more chosen from courses such as: Parish Ministry, Family Ministry, Catechumenate, Sacraments of Initiation, Liturgy, History of Spirituality, Sexual Ethics, Social Ethics, Prayer, Spiritual Direction, Adult Faith Development, Psychology and Spirituality, or CPE.
8. *Three Elective Courses*. These can be chosen from any courses we offer. They can also be chosen from the Pastoral Ministry and Spirituality area. This gives the student six courses in Theology-Scripture and six courses in Pastoral Ministry-Spirituality. Any year.

Scripture Concentration

This concentration is appropriate for those students who wish to deepen their background in Biblical Studies, for those who teach Scripture, for those who wish to take this approach to spirituality and for other areas of interest.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses, two electives (four electives if Old Testament and New Testament background have been satisfied). Four core courses must be satisfied: two in Systematics, one in Moral, one in Liturgy. As concentration requirements, the student must take two special courses in the Old Testament (e.g., Pentateuch, Prophets, Writings) and two special courses in the New Testament (e.g., St. Matthew, St. Paul, St. John). For candidacy to the degree, the student must follow the sequence under 1 and 2 in order to qualify. Areas 3, 4, 5, 6, 7 can be taken in any order.

1. *Old Testament Studies*. Either Introduction, if needed, or a special course. First or second year.
2. *New Testament Studies*. Either Introduction, if needed, or a special course. First or second year.
3. *Systematics*. Two courses. Any year.
4. *Liturgical Studies*. Any year.
5. *Moral Studies*. Any year.
6. *Electives*. Four electives if students already have Introduction to the Old Testament and Introduction to the New Testament in their background; otherwise, two electives if these have to be made up.
7. *Thesis Option*. Six credits (see Graduate Theology and Pastoral Ministry Admissions and Degree Requirements section).

Theology-Systematics Concentration

This concentration is designed for the same groups as in Religious Education but especially for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

Twelve courses (thirty-six credits) are required for this concentration. The sequence outlined under 1, 2, 3 must be followed in order to qualify for candidacy. Areas 4, 5, 6, 7, 8 may be taken in any order.

1. *Old Testament Studies*. First or second year.
2. *New Testament Studies*. First or second year.
3. *Systematics*. Christology and Ecclesiology. One is required for candidacy; the other, any year.
4. *Liturgical Studies*. Any year.
5. *Moral Studies*. Any year.
6. *Concentration Courses*. Two more from Old Testament, New Testament, Systematics or Liturgical Studies. Any year.
7. *Electives*. Four electives. Any year.
8. *Thesis Option*. Six credits (see Graduate Theology and Pastoral Ministry Admissions and Degree Requirements section).

THESIS OPTION

A student may opt for a thesis instead of two courses (six credits). In this case, a 3.0 average is required as well as sufficient undergraduate background in Philosophy and three Theology courses. A student may wish to write a thesis for the discipline this provides, to learn about research procedures or to prepare for doctoral work. The thesis option involves language, comprehensives and thesis. More detailed instructions are available on request.

CANDIDACY

Students pursuing the M.A. are admitted provisionally and designated as Special Students until certain prescribed courses or areas have been successfully completed. Then they may apply for full candidacy. Degree students do not have to declare for candidacy right away, but they must declare for candidacy before completion of fifteen (15) credit hours of graduate study [in the case of students taking the thesis option, before completion of twelve (12) credit hours]. Ordinarily, however, students should seek candidacy as soon as possible.

TRANSFER OF CREDIT

Six credits from another institution may be transferred to Saint Michael's College. This can be done to accelerate a student's work or to broaden the spread of courses available to the student. Required areas, however, must be taken at Saint Michael's College. Detailed instructions are available upon request.

GRADUATE CERTIFICATE

This Certificate program is designed for students whose employment requires that they obtain additional education but not necessarily a degree. Students may also choose the Certificate program in order to become more knowledgeable in the areas offered in our program, or as a stepping-stone to the M.A. degree.

Admission Prerequisites

1. Bachelor's degree in arts, science, philosophy, theology or education with a 2.5 average, or the equivalent in another country.
2. A minimum of eighteen credits in theology or other humanistic disciplines such as philosophy, psychology, sociology, literature and history.

Certificate Requirements

The Graduate Certificate program requires six courses (eighteen credits) in specific areas of study. The core areas for this program are normally:

1. Old Testament or New Testament
2. Systematics
3. Moral Studies
4. Liturgical Studies
5. Two Elective Courses

If students wish to continue their studies and pursue the M.A. degree, they may apply the Graduate Certificate courses to the degree program provided they meet all requirements.

CERTIFICATE OF ADVANCED SPECIALIZATION (C.A.S.)

This is a post-degree certificate. The C.A.S. (Certificate of Advanced Specialization) provides advanced training beyond the Master's level. It is designed for those students who have graduated at least three years previously and wish to update their skills, their fields, or acquire new ones. Some students pursue Doctoral degrees after their M.A. program, but many prefer to become more proficient in certain areas or acquire new skills through the C.A.S. program

Admission Prerequisites

A graduate degree in Theology, Religious Education, or a related field and at least three years' experience following the awarding of the Master's degree.

C.A.S. Program

The Certificate of Advanced Specialization requires half the number of courses needed for a Master's degree (i.e., six courses rather than twelve). The Certificate can be completed in three summers, and the program is individualized for each student. The area of specialization as well as the electives are chosen in consultation with the Program Director.

Time Limit

There is a seven (7) year Statute of Limitations requirement. The student must complete the Certificate Programs within seven (7) years from the start of the first semester of coursework. Only under special circumstances may students petition for an extension.

SPECIAL NOTES

Activities - During the summer months, in order to foster the sense of community and to educate the whole person, the campus furnishes a variety of activities aside from classroom work: theater, concerts, day trips, hikes, visits to Montreal, Stowe, Weston, movies, lectures. The campus has a fine arts building with a theater and an art gallery; a Recreation Center with pool, gymnasium and racket courts; and is situated close to Lake Champlain and the Green Mountains. (See Student Services Section of the catalogue for more information.)

Housing - The summer program provides housing for students who may reside in the dormitories (single rooms) or choose to live with a group of three others in a comfortable townhouse. The townhouses provide private rooms, a large lounge and kitchen facilities. Townhouse accommodations are also available to families.

Liturgy - There are regular liturgical celebrations during the summer program. An emphasis is placed on the afternoon liturgy as the community's act of worship near the end of the day. Here many persons and talents are brought together in a celebration that expresses our studies and beliefs.

Fees - Our tuition costs have remained very competitive with comparable institutions. Auditors and Certificate of Advanced Specialization (C.A.S.) students pay a lower tuition fee.

Financial Aid - Financial aid is available to students. For more information, please contact the Director of Graduate Theology and Pastoral Ministry.

Faculty - Saint Michael's Theology and Pastoral Ministry teachers are internationally known and have come from a number of North American and European countries. They also reflect a broad spectrum of religious communities and their traditions. New faculty are added each year to augment those faculty members who are with us on a more regular

basis. This provides both continuity and fresh perspectives to our program. The following is a partial list of former and current faculty members: Gerald Arbuckle, sm; Gerard Austin, O.P.; John Coleman, S.J.; Raymond Collins; Frederick Cwiekowski, S.S.; Catherine Dooley, O.P.; Elizabeth Dreyer; Michael Fahey, SJ; Richard Fragomeni; James Gaffney; Patrick Granfield, OSB; Richard Gula, SS; Wilfrid Harrington, OP; Monika Hellwig; Brennan Hill; Catherine Hilkert, O.P.; Leslie Hoppe, O.F.M.; Maribeth Howell, O.P.; Philip Keane, SS; Alice Laffey; Dermot Lane; Bruce Lescher; Frank Matera; Brian McDermott, S.J.; Padraic O'Hare; Thomas O'Meara, OP; Lucien Richard, O.M.I.; John Roberto; Susan Roll; Sandra Schneiders, I.H.M.; Anthony Tambasco; Robert Wicks; Ronald Witherup, SS.

COURSE DESCRIPTIONS: THEOLOGY AND PASTORAL MINISTRY

Old Testament

GTH 521 Introduction to the Old Testament 3 credits

A historical, theological and literary approach to the Old Testament. The course includes: (1) a survey of modern critical methods, and major theological themes; (2) a survey of early Israel and the Pentateuch, the monarchy, the prophetic movement, the exilic and post-exilic periods, the formation of Judaism in the Persian and Hellenistic periods; and (3) a look at Wisdom literature.

GTH 522 The Prophets of Israel 3 credits

The phenomenon of prophecy in the Ancient Near East, including Israel. The course situates the "former" and "latter" prophets of the Old Testament within their historical context, and studies the distinctive contribution of each. There is an emphasis on a close reading of the texts as persuasive literature intended to "change the hearts" of the respective listener.

GTH 615 The Writings of the Old Testament 3 credits

Study of the third section of the Old Testament-the Writings. The course examines the broad spectrum of the "Writings" from prayerful liturgical song (Psalms) to outrageous theological challenge (Job and Qoheleth). Attention is also given to the historical context of the texts and Israel's response to the crises of exile and alienation in such short stories as Esther, Ruth, Judith.

GTH 616 The Psalms as Old Testament and Christian Prayer 3 credits

This course explores the Psalms in light of the background in Israel and the ancient Near East, and the relation of the Psalms to Wisdom Literature. Literary and formal characteristics will be studied, as well as a theology of the Psalms and their use of Christian liturgy and piety.

GTH 626	The Pentateuch	3 credits
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The Pentateuchal traditions from faith event through oral transmission to the final written text. This course offers an overview of the historical periods relative to the Pentateuch. By giving special attention to exegesis of key passages and an examination of diverse theories within the text, the course provides a dynamic appreciation of the Pentateuch and its relation to the rest of Biblical tradition.

New Testament

GTH 515	The Johannine Writings	3 credits
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Structure and theology of the Gospel with special attention to its Christology. The Johannine community behind the Gospel. The Johannine Letters and their connection to the Gospel.

GTH 517	Pauline Letters and Theology	3 credits
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Life, writings and theology of St. Paul. This course includes an examination of the social, political and religious context of Pauline literature, with special attention paid to selected letters. Special focus is given to topics or problems such as: women in the early church, ministry, authority and church structure, Christian life according to Paul.

GTH 520	The Synoptic Gospels	3 credits
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This course is the foundational course in New Testament Studies, and offers an introduction to modern historical-critical and literary methods. The course includes an examination of the contexts of the communities behind each Gospel, as well as giving special attention to the literary technique of the evangelists. The Passion Narratives are a special focus for comparative analysis. Those who have no New Testament survey in their background must take this course.

GTH 565	The Gospel of Matthew	3 credits
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Background to Matthew, the community behind the Gospel. Structure and theology of this Gospel. Relation to Mark, Luke and, to a lesser extent, John.

GTH 566	The Gospel of Luke	3 credits
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Luke's two-part work. His view of salvation history. The Christology of Luke. Mission to the world.

GTH 718	Apocalyptic and the Book of Revelation	3 credits
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This course concentrates on the Book of Revelation in order to discover its message and discern its contemporary relevance. The liturgical character of this text is also explored. The critical study of this text is undertaken after a full examination of the apocalyptic background of the writing.

Systematic Theology

GTH 614	Ecclesiology	3 credits
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An historical and systematic study of the Church. Origin of the Church; ecclesiologies and church structure in the New Testament period; major historical developments with particular

attention to Vatican I and Vatican II. The course also explores contemporary questions regarding basic church structures and the teaching office.

GTH 620 Faith and the Mystery of God Today 3 credits

This course explores the question of God in a scientific age. It examines the place of experience in faith and religious development, as well as the role of reason, doubt and praxis in a life of faith. Other areas explored include new images of God for the world, and prayer to and worship of the one true God.

GTH 653 Christology 3 credits

The parameters of Christology. The course explores the on-going Quest for the Historical Jesus and the emergence of New Testament Christologies. Included in this study are the historical experience of the Reign of God, the death of Jesus, and the Resurrection. Finally, the course examines the Conciliar definitions and historical developments of Christology, including a dialogue with ecology, feminism and liberation movements.

GTH 657 Grace, the Presence Around Us 3 credits

A history and theology of grace. The course examines the traditional theologies of grace: Augustine and Aquinas; and contemporary theologies of grace: Rahner, Tillich, Teilhard de Chardin. There is also a study of the grace of God as present in pluralistic secular society, in world religions, and other religious movements.

GTH 693 Principles of Systematic Theology 3 credits

Method and scope of organized Christian belief systems. Biblical theology, dogma, systematic theology. Inter-relatedness of treatises such as: creation, incarnation, redemption, Trinity, grace, Church, eschatology.

GTH 701 Death, Hope and Eternal Life 3 credits

Principles of eschatology. The experiences of evil, suffering and death. The nuclear threat and eschatology. Breakdown and human hope. Need for a new, post-modern framework. Christian symbols of Resurrection, New Creation, and the Second Coming of Christ. Making sense of heaven, hell and purgatory. Living in the shadow of the Cross. Contemporary eschatologies.

GTH 737 Feminist Theology 3 credits

This course examines the issues, methodologies and conclusions of Christian feminist theology as these have evolved over the past 20 years. The objective of the course is to achieve an appreciation of the ecclesial, theological and doctrinal import of the various feminist perspectives, and to critically examine their strengths and weaknesses.

Liturgical and Sacramental Theology

GTH 504 The Sacraments of Initiation 3 credits

A biblical, historical, systematic and liturgical treatment of Christian initiation: The Rite of Christian Initiation of Adults with restored catechumenate and its pastoral adaptation to infant Baptism, Confirmation and first Eucharist. The anthropological, Christological and ecclesial dimensions of sacraments as well as questions common to all sacraments.

GTH 526 The Worship of the Church 3 credits
 A study of worship and worship practices in the Christian church from historical, anthropological and pastoral perspectives. Included in the course are examinations of : celebration in time and space as a response to the perceived presence of God; the role of ritual and symbol; a theology of worship; the Sunday celebration of the Eucharist; the Liturgy of the Hours; and Liturgy in relation to social justice and spirituality.

GTH 527 The Eucharist 3 credits
 Study of symbol as a basis for understanding the eucharist. The meal as a further basis. Eucharistic themes in the New Testament. Changing attitudes toward the eucharist as illustrated in the art and architecture of different periods. Current issues in eucharistic theology: "Real Presence," sacrifice, inter-communion.

GTH 528 Sacraments of Healing 3 credits
 The revised rites of reconciliation and anointing are the basis for the study of the sacraments of forgiveness and healing. Emphasis is given to the history and theology of each sacrament and to discussion of related pastoral issues.

Moral Theology

GTH 580 Foundations of Moral Theology 3 credits
 Basic principles and methods of Catholic moral theology. Character of the moral agent, sin, conscience, role of the Magisterium, use of Scripture, Christ as paradigm of moral life, natural law, moral norms, discernment of spirits.

GTH 654 Social Ethics 3 credits
 A critical review of some of the main lines of thought that have developed, especially among Catholics and since Vatican II, concerning five broad areas of social concern: politics, economics, international peace, culture, family.

GTH 660 Human Sexuality and Christian Living 3 credits
 Sex and gender as vital elements in moral and religious life. Critical reflection on conventional and unconventional sexual orientation, conjugal and parental behavior, celibacy and social discrimination based on male and female role definitions. All these issues considered in light of Scripture, moral philosophy, and the Church's Magisterial documents.

GTH 724 Medical Ethics 3 credits
 A survey of the major moral issues in medical ethics with special emphasis on the role of pastoral ministers and religious educators in medical issues. Topics considered include the human rights of patients, the care of infants and children, the care of the dying, and the problem of justly meeting the health care needs of all people.

Religious Education

GTH 530 Foundations of Religious Education 3 credits
 The nature and purpose of catechesis. History and development of catechesis from early Christian times to the present day. Special emphasis on key contemporary documents on catechesis. Practical insights on all levels of faith: children, youth, adults.

GTH 534 Adult Religious Education/Formation 3 credits

Theory and practice of adult religious education-formation. The growing need for adult education, how adults learn, stages of faith development, methods for meeting adult needs.

GTH 536 The Religious Development of Youth 3 credits

Religious and psychological patterns of development. Renegotiating new family relationships and peer relationships. Search for an image and experience of God. Theory of adolescence. Symbol systems, alienation, fellowship, prayer.

GTH 696 Family Faith Development 3 credits

The Family faith Development program is offered in conjunction with the Center for Ministry Development. It is a ministry education program designed to educate pastoral and educational leaders in a variety of ministries with the foundation, principles and skills for developing the faith life of families and for developing a family perspective in parish life and ministry.

Spirituality and Pastoral Ministry**GTH 651 Spiritual Direction 3 credits**

The purpose of this course is to help the student learn and/or deepen the capacity to assist others in recognizing and responding to God's action in their lives. The premises of the course are: God is engaged with us in our lives; God seeks a response from us that is open to development; talking about our experience of God with a director helps us respond more fully.

GTH 652A The Theology and Forms of Prayer 3 credits

Understanding one's own prayer life. Prayer in the New Testament. Different forms of Christian prayer: liturgical, private, mental, devotions-and their development in history and in different cultural situations.

GTH 659 History of Christian Spirituality 3 credits

Study of the periods in the development of Christian Spirituality and of the writings of such major figures as: Augustine, Bernard, Hildegard of Bingen, Eckhart, Ignatius of Loyola, Teresa of Avila, John of the Cross, Thomas Merton.

GTH 698 Introduction to Pastoral Counseling 3 credits

A presentation of practical techniques in individual and group pastoral counseling. Some of the topics included in this course are: the art of questioning, interview stages, active listening, dealing with negative emotions, and crisis intervention. In addition, information on the psychology and spirituality of pastoral care will be covered.

GTH 703 Pastoral Counseling: Self-Awareness and Ministry 3 credits

Use of psychological and theological concepts to uncover and develop one's self-awareness and personal coping skills. Topics such as: selfevaluation, essentials of pastoral counseling, techniques in appreciating one's own personality, dealing with pressure, cognitive distortions, Christian masochism, counter-transference, integrating theology of hope with the psychology of stress, addressing apathy and anger.

GTH 705 The Theology and Spirituality of Suffering 3 credits

This course considers the Paschal Mystery as Christianity's response to the situation of suffering and the issue of death. It will focus on the theology and spirituality of suffering in an attempt at developing a comprehensive pastoral approach to the many forms of suffering and death.

GTH 712 Spiritual Direction and Mid-Life Development 3 credits

The spiritual and psychological challenges of the mid-life period. Ways in which spiritual direction facilitates mid-life religious development. People's imagery of themselves, others and God and the way they process their life story as well as various interpersonal dynamics. The director's role in developing a more vital faith relationship and faith vision.

GTH 895 Clinical Pastoral Education 4 credits

Available each year in cooperation with the Medical Center Hospital of Vermont. Program is fully accredited by the National Association for Clinical Pastoral Education. Inquire for more information.

Electives

Some elective courses are offered occasionally and not listed above. More are added each year according to need and opportunity.

- GTH 545 Women and Ministry (3)
- GTH 656 Themes in the Theology of the Spiritual Life (3)
- GTH 661 The Vocation, Mission and Ministry of the Laity (3)
- GTH 694 Ministries in the Church Today (3)
- GTH 711 Contemporary Models of Spirituality (3)
- GTH 738 Liturgical Catechesis (3)
- GTH 739 Music, The Arts and the Praises of God (3)
- GTH 740 Spiritual Identity (3)



ADMINISTRATIVE OFFICERS

President

Director of Campus Ministry

President Emeritus

Vice President for Academic Affairs

Dean of The Prevel School

Dean of Undergraduate College

Dean of Undergraduate Admissions

Dean of School of International Studies

Director of Admissions and Marketing, The Prevel School

Director of Financial Aid

Director of Information Technology

Director of the Library

International Student Advisor

Registrar

Undergraduate Program Directors:

Human Development

Management & Leadership

Assistant Director

Graduate Program Directors:

Administration & Management

Assistant Director

Clinical Psychology

Education

Coordinator: Arts Education

Coordinator: Technology in Education

Coordinator: Initial Graduate Teacher Licensure

Coordinator: Special Education

Teaching English as a Second Language

Theology & Pastoral Ministry

Marc A. VanderHeyden, Ph.D.

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KEY TO MAP OF SAINT MICHAEL'S CAMPUS

1 President's House	10 Ross Sports Center & Jeremiah J. & Kathleen C. Tarrant Student Recreation Center	17 Tennis Courts	26 Chapel of Saint Michael the Archangel	34 Ethan Allen Apartments 102	40 Storage
2 Prevel Hall	18 Bergeron Center	19 Hodson Hall	27 Allister Student Center	35 Ethan Allen Apartments 103	41 Dupont Hall
3 Founders Hall	20 Doc Jacobs Athletic Field	21 400 Series Townhouses	28 Senior Hall	36 Receiving	42 Grounds Shop
4 Holcomb Observatory	22 200 Series Townhouses	23 International Houses and Commons Building	29 Saint Joseph's Hall	37 Hamel Hall/SMC Child Care Center	43 Vehicle Maintenance
5 Cherry Science Hall	11 College Library	12 300 Series Townhouses	30 Rescue Garage	38 Maintenance Trades Shop	44 Sloane Art Center
6 Jeanmaire Hall	13 Lyons Hall	14 Alumni Hall	31 Father Salamon Hall	39 Purcell Hall	45 North Campus Gym
7 Saint Edmund's Hall	15 Joyce Hall	16 Ryan Hall	32 Ethan Allen Apartments 100		46 Sutton Fire House
8 Klein Center			33 Ethan Allen Apartments 101		47 Old Post Office
9 McCarthy Arts Center					48 Hermonet Theater
					49 Old Chapel



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